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ABSTRACT

A study of the inschool suspension programs of twenty-five junior and senior high schools in Missouri with enrollments of 1,000 or more revealed that the programs have similar rationales and structures, have no total shared responsibility for the program between the central office and school administration, need to clarify the reasons for and type of suspensions assigned, were not in common usage, and successfully reduced the number of suspensions. Pertinent literature is discussed in the documentation of the study, several programs are described, and the questionnaire used to gather the study data is presented and the responses to it analyzed. (Author/PGD)

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MISSOURI IN-SCHOOL SUSPENSION PROGRAMS: A DESCRIPTIVE STUDY OF THE RATIONALE, STRUCTURE, COMMON USAGE AND SUCCESS IN REDUCING THE NUMBER OF SUSPENSIONS

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CHAPTER I

THE STUDY

A report by Lempesis indicated that out-of-school suspension was the most often reported form of punitive disciplinary punishment used by public school administrators. During the past several years the frequent use and abuse of this form of punishment has been increasingly scrutinized and criticized at the local, state, and national level.

Schimmel and Fischer implied that in consequence of the Goss v. Lopez, The Ingram Case, and the Wood v. Strickland court decisions some educators began re-evaluating their rules of discipline and methods of punishment (51:5-8).

Court decisions, political forces, social changes, economic conditions, and pressure groups were some of the resultant forces affecting guideline revisions on corporal punishment and suspension practices in public schools. These forces have caused some school districts to supplement corporal punishment and out-of-school suspension with in-school suspension. Bartlett stated that "In-school suspension is the temporary isolation of a student from one or more classes while under proper administrative supervision". (61:n.p.).

Description of the Study

The American School Counselor Association inferred that the right of attending school is conditioned on the compliance of students with reasonable rules, regulations, and requirements of school authorities (2:n.p.). Studies by Alderman, Cottle, and Osborne indicated that thousands of students have been suspended from school for noncompliance to the dictates of school authorities (58:n.p., 14:4, 47:345).

It was indicated in a report by Frye that the major reasons for students being suspended from school were fighting, tardiness, acting out and other similar behavior problems. The suspension of students for drug or alcohol problems accounted for a small percentage of the total suspension cases (19:5).

Research by Cottle indicated that the socio-economic and racial background of the student were other determinants of student suspensions. Black children, children who received public assistance, and those families with female heads of household were suspended more often and for longer periods of time than their more fortunate counterparts (14:5).

Additional information concerning student suspension was provided by Cottle who reported that:

> The most shocking statistic on school suspension is the enormous number of cases. During the 1972-1973 school year, for example, New York city schools suspended almost twenty thousand children. Houston suspended nine thousand children and Cleveland eleven thousand. More than thirty-six thousand children were suspended that same year in New Jersey and Ohio, and some thirty-eight thousand children in South Carolina were suspended (14:5).

The consensus of some people is that the schools are damaging and wasteful. However, some suspended students find themselves in situations which are more serious than if they had been allowed to remain in school to work out their problems.

A study by LaGrand indicated that the statistics reported by the Childrens Defense Fund were "alarming". Despite these statistics most educators agreed that some form of discipline, or control, must be present and involved in the educational process of students. Discipline, or control, is necessary to insure the maintenance of a viable learning environment in schools (33:).

Those students who do not comply with the rules and regulations of a school run the risk of failing to utilize their potential. These students also become more vulnerable to those enticements which are forms of escape from reality.

LaGrand stated:

> These students will contribute to the multiplicity of the problems of a society which is based on the very attributes occurring from discipline. Some of these attributes are: respect for authority, cooperative effort, and the respect for the dignity of the individual (33:3).

It was the consciousness of Brubacher that in an effort to control students a proclivity to punish is often confused with discipline. "Discipline," etymologically speaking, is a general notion which is connected with conforming to rules or some kind of order.

Punishment is a much more specific notion than discipline. Punishment is (usually only) appropriate when there has been a breach of rules. The three criteria for an act to be called a case of punishment are: (1) an intentional infliction of pain, (2) administered by someone in authority, and (3) applied as a consequence of a breach of rules (12:221).

A study by Wiles and Rockoff indicated that the recent attention to school suspension and corporal punishment has caused much concern among educators about the due process rights of students. The not so clearly defined procedural guideline and the uncertaintly of legal position vis-avis the constitutional and reputation rights of the individual suggest that educators find alternatives to out-of-school suspension (57:70).

In-school suspension may be considered by some as an innovative approach to the solution of discipline problems but alternative methods of discipline are not innovative. This was the concurrence of LeGrand when he reported that:

> New principles of discipline other than corporal punishment began to make their appearance early in the 18th century. Alcot tried to train children for their responsibilities by making provision for learning the art of self-government. Horace Mann insisted that the guiding consideration in discipline should not be securing outward conformity to a rule or code but enlisting the inner motive of the child. Discipline should be proportioned, therefore, not to the offense but to the intent from which it sprang (33:3).

Suspending students is one of the most common methods of discipline. The popularity of suspension may be easily explained: it is easy; other alternatives are time consuming; it keeps the status quo symbolism; and most school administrators because of indifference, or lack of skill, have not developed alternative approaches.

The aspects of out-of-school suspension researched by Alderman indicated that out-of-school suspension was relatively nonproductive in minimizing disruptive behavior and it often served as a reward for some students.

There was a tendency for teachers and administrators, especially in inner-city schools, to throw up their hands in despair and suspend students. An alternative multifactor approach embodies a successful combination of behavior modification techniques, selected elements of reality therapy, concentrated group counseling sessions, and parent involvement could reduce the number of student suspensions (58:182).

A possible solution to the suspension problem was reported by Mendez:

> The concept of in-school suspension is becoming increasingly popular. Such a program is flexible and can be adapted to the individual community and school. . . . .Students are disciplined through their isolation from the normal classroom atmosphere, their restricted period of silence, and the strict observance of other rules. If the students do not function under these conditions, parental communication must be reestablished and longer suspension or expulsion may become necessary.
>
> The school has in this manner satisfied the legal requirements of due process and is accountable to the community (36:11-13).

California has made progress in combating behavioral and other student problems. Botts stated that "The Long

Beach district has had a continuation high school since the 1930s" (11:574). The continuation high school is a program to provide an educational alternative for would-be dropouts under the age of eighteen. The conception and establishment of the program was difficult.

In terms of difficulty the findings of Weber seemed to indicate that in 1919 laws were enacted to provide continuation education in California. However, it was a law passed in 1965 that mushroomed continuation high schools all up and down the state. In 1967 legislation included a statement of intent that continuation education classes be maintained to provide a specially designed program of individualized instruction. The program was also designed to provide intensive guidance services to meet the special need of pupils with behavior or severe attendance problems (56:571).

For administrators who are seeking solutions to their student behavior problems, Weber reported:

> "The dropouts who go to school" might well serve as an inspiration for the educators of other states in their planning for alternate approaches to education for those young people who neither conform to, nor profit from, the programs of the regular schools (56:573).

Some behavior modification programs have succeeded in bringing some semblance of order in school through federal funding and other sources of revenue.

Research by Sanders and Yarbrough revealed that in Houston, Texas the B. C. Elmore Middle School was provided federal funds to initiate project ORDER (Organization for Responsibility, Dependability, Education, and Reality). After one year the program was evaluated and the results were: (1) the number of discipline problems handled by teachers decreased by 63 percent, (2) the number of cases referred to the principal's office dropped by 77 percent, (3) the use of corporal punishment was reduced by 93 percent, and (4) the number of suspensions was reduced by 20 percent (50:334).

An in-school suspension program at the Blue Springs Junior High School was funded by the Blue Springs, Missouri School District. Georegff stated in a brochure that:

> For many years we have heard parents say "that's what Johnny wants" when the school has to suspend him. Blue Spring Junior High Academic Service Individualized Center can be effective in keeping students in school even though they normally would be suspended. BASIC . . . represents another chance for counseling and another chance for parents to take an extended look at a serious problem. We do not want dropouts from our school.
>
> We feel this alternative to school suspension can be extremely successful in punishing students but also retaining them in school (76:n.p.).

In order to help students solve their problems there should be a workable relationship and understanding between members of a society. This was implied by Jackson when interviewed by Clayton (13:46). When asked about Operation PUSH Jackson replied:

> Teachers need to understand that they do not work for board of education or for unions. Their employers are parents. Parents should not be intimidated nor should they be abusive.

> This change in schools should involve all levels: the politician, who takes taxes and distributes them; the board, who makes policy decisions; the superintendent, who implements these decision; principals, teachers, students, and, most of all, the foundation, parents (13:46).

Behavior modification programs may not solve all of the student related problems but it is possible that they could reduce the number of out-of-school/in-school suspension.

The Need for the Study

A lecture by Chamberlain implied that the post-industrial society is here. Since 1940 the lag between technology and social problems has steadily increased. The speed of communication and the capacity to process data has increased by 10^7. There exists the possibility of the disappearance of the blue collar worker as he is currently known (65:n.p.).

Sociological, psychological, and educational innovations in society are prevalent and significant. As changes resulting from direct contact with these innovations become a part of the structure, function of society, the roles of education in assisting students adjust to these changes become paramount. Adjustments to these changes may dictate that some students cannot afford to have their education interrupted with out-of-school suspension.

Capricious suspension in some schools is the most common form of discipline. A segment of society may expound that suspension interrupts the educational process and denies the student accessibility to an educational facility. Some citizenry discern suspension as a denial of liberty and property rights. External and internal pressure groups, student and parent dissatisfaction with suspension procedure plummeted the suspension issue into the courts for a hearing.

Court decisions in the Goss v. Lopez and Tinker v. Des Moines School Board cases inferred that a student could not be suspended without due process of law. The Wood v. Strickland case stipulated that school officials may be held personally liable for their actions in the suspension of students (43:40-42). These and other cases reduced the power of the state, or its officials, to act in loco parentis in the punishment of students. These decisions required a closer scrutiny of suspension and punishment procedures used by some administrators.

Misinterpretation of court decisions caused some persons to assume that disciplining a student is now unconstitutional. Contrary to public speculation Noltre reported:

> In any event, it seems clear that the Supreme Court itself has no intention or desire of removing from school administrators the authority they need to maintain an orderly educational environment. Even while extending First Amendment rights to students in the Tinker Case, the Court said: "The Court has repeatedly emphasized the need for affirming the comprehensive authority of the States and of school officials, consistent with fundamental constitutional safeguards, to prescribe and control conduct in school." (44:6).

The right of administrators to suspend students was substantiated by the courts but the opportunism of past methods of suspension are now unconstitutional. Mizell indicated that this was the concern of the South Carolina administrators. They surmised the possible existence of a replacement for, or supplement to, out-of-school suspension. The final product was in-school suspension programs (39:1).

By using the suitable retrieval terms, the search analyst at the University of Missouri-Kansas City revealed a minute amount of material on suspension and no listing of Missouri in-school suspension programs by ERIC. There was no listing relating to Missouri suspension and no listing of in-school suspension by CDI for the period 1861-1978.

In-school suspension programs are designed to modify student attitudes towards school, keep them in school, and reduce the number of aggregate suspension. There is a need to study in-school suspension as a new approach to school discipline and punishment.

Purpose of the Study

There exists a scarcity of published material describing in-school suspension programs which was evident in the literature review. The purposes of this study are to afford: (1) a descriptive profile of the rationale, structure, implementation, and evaluation of Missouri In-School Suspension Programs; (2) determine if there is any correlation and continuity between the elements of an in-school suspension program; (3) report the effectiveness of in-school suspension programs in reducing the number of out-of-school or in-school suspensions; and (4) provide a sample program for educational purposes.

Limitations

This study was limited to published and unpublished material on Missouri In-School Suspension Programs.

The population for the study encompassed those schools listed in the 1977-78 Missouri School Directory meeting the following criteria: (1) a junior or senior high school enrollment of one thousand, or more, students; (2) a North Central Association rating of AA or AAA; (3) those schools utilizing post 1973 in-school suspension programs.

This study did not attempt to compare the merits, successes or failures of the programs used in different districts. The study did not attempt to evaluate any personnel associated with in-school suspension programs.

The recognized limitations in the questionnaire, accuracy of responses, and techniques of acquiring information were acknowledged in terms of design and instrumentation. The evaluation of this study was confined to the interpretation of the data collected and its relevance to the general concept of in-school suspension/in-school suspension programs.

The instruments used to collect and interpret the data did not take into account all of the ingredients of in-school suspension programs. This was a descriptive study whose primary purpose was the analysis of data and reporting what is now prevalent in the area of in-school suspension and Missouri-In-School Suspension Programs.

Definition of Terms

The following terms recur frequently in this study and are defined in the manner that they were uniquely used:

1. Out-of-school suspension (OSS): The total exclusion of students from school and school activities for a specific and limited period of time

2. In-school suspension (ISS): The retention of students in a structured behavior modification program within a special attendance center for students who would otherwise be subject to out-of-school suspension

3. Suspension and out-of-school suspension shall be synonymous

Significance of the Study

The integrality of student suspension and the political, economic, social, and legal impact upon society was a significant element of this study. The prima facie was that an accepted change in one of these facets of society will produce a change in one or more of the others.

Analytic, comparative, descriptive and other types of research or studies require an accesibility to data. The void of published material relating to in-school suspension programs in resource centers needs to be filled. This study will help fill that void.

This study was designed to serve as a motivational catalysis for further research and study in the ramifications of an in-school suspension program.

School systems are political in nature and a clandestine relationship between elected officials and school districts could exist. This relationship would enable some districts to circumvent court decisions on the use of proper due process procedure in the suspension of students.

In Center, Colorado the Chicanos compose 68 percent of the population. There were problems with discipline on the secondary level which were targeted at the Chicano students. After an interview with Wittrongel and Shanchez, Bateman reported:

> Here is Glenn Martinez's story: ". . . My dad and I talked to a lawyer and filed a suit to make the school give me a fair hearing like it says in their own rules.
>
> In court, the judge told my lawyer and the school's lawyer to settle it out of court. . .
>
> Mr. Barto (assistant principal) became my hearing officer. . . Then he expelled me for the rest of the semester. I lost all my credits for the semester and didn't get to play in sports. . ." (5:1).

And Bateman continued:

> Sister Wittrongel stated: "The board told the mediator that they were willing to work with 'reasonable' people on the committee. 'Reasonable' means those who do not object and are on their side. The rest are labeled as troublemakers and unreasonable. So the Justice Department told us that we should be thankful the board was willing to listen to us and encouraged us to keep a low profile." (5:2).

Such an alliance could produce defacto compliance to due process and the establishment of "paper" in school suspension programs. This need not prevail.

On the other hand, collaborated concentrated efforts and integrity between politics and educational institutions resulted in practical solutions to educational problems. This combination of forces, as reported by Weber, resolved the educational issue in California (56:-571-73).

The dropout and suspension problem was a political issue in California. The inference is that the suspension of students will be a part of political platforms in the near future.

Economy

The economy of a nation and a community is dependent upon its citizens, therefore, the importance of student contributions to the economy should not be underestimated.

An aspect of the economy of a country is the availability of an adequate and trained labor force. In a technological society the inadequate training or education of its citizens taxes the labor pool of qualified workers. Large scale nationwide student suspensions reduce the chances of having an adequate labor force.

For each student suspended there is a financial loss to the district of State Average Daily Attendance

Funds. These funds are needed to supplement local contributions for educational purposes.

Multi-suspension have adverse effects on students such as: (1) the reduction of earning power, (2) becoming wards of the court, or (3) confinement in a correctional institution. Any one of these will affect the economy of a community and indirectly the gross national product of the country.

This study suggested methods whereby valuable manpower and money could be saved which should stabilize or increase, the monetary value of a community.

Social

The social impact of student suspension are dramatic and involve the moral ethics of a community. Irrational suspension has caused friction between the races and divided some communities. The seemingly unfair suspension of students has resulted in altercation between individuals which have erupted into the community. Keeping suspended students out of the community by the use of in-school suspension will aid in promoting the tranquility and continuity of the community.

Suspension for some students is fun. This blends itself well into individual or group actions such as: (1) drug or alcohol abuse, (2) the destruction of private or community property, (3) burglary, and (4) physical or mental harm to innocent people.

These overt actions over-tax law enforcement officials and put fear in the hearts of the citizenry. The community loses faith in schools and sometimes refuses to support its vital program.

This study could provide a series of possible solutions to the social problems induced by suspension.

Legal

Research by Noltre indicated that the lack of clarity of the Goss v. Lopez decision resulted in no solution to the argument between the student and the school district over due process procedure in the suspension of students. Students and parents will continue to return to the courts for answers until the due process elements of suspension are resolved (42:49).

Faced with strigent procedural guidelines and uncertainly of legal position vis-avis the constitutional and reputation rights of the individual, school personnel have sought alternatives to traditional suspension of students from school. One such alternative is in-school suspension.

A study by Wiles and Rickoff indicated that it may be possible that in-school suspension alleviates some of the procedural, technical issues of exclusion from school grounds and at the same time create some legal problems (57:65).

These are fallacies of in-school suspension which try to circumvent State and Federal Law. In support of this, Wiles and Rockoff stated:

> In schools, a maximum time limit for pupil suspension is established by statute. However, educators could conceivably, circumbent the specific length of punishment by initiating a series of short-term-suspensions (less than the maximum) or creating an indefinite suspension until the client effects a particular compliance. The possibility of using mechanisms to create the equivalent of indeterminate student sentence in an in-school suspension environment is great (57:70).

Questions concerning the legality of rules and regulations associated with in-school suspension must be addressed by educators. The placement of students in ISS programs will be one of the issues. Who are the students in in-school suspension? Who will rehabilitate the students? What is the nature of the school environment? These are other questions that must be answered. It may be that the present school practices are subject to court action in each of these cases.

Research Objectives

This study was not intended to be a panacea for discipline and student-suspension-related problems, nor to be rash in its conclusions. It was hoped that an in-depth analysis of this study could aid in the transition from out-of-school to in-school suspension.

The author intended to provide in this study: (1) a program which could be used as a guide for the establishment of an in-school suspension program: (2) an example of a due process procedure which could be used in the suspension of students; and (3) a description of out-of-school suspension, in-school suspension, and Missouri In-School Suspension Programs which may be used as data for further research and study in the discipline of in-school suspension.

Summary of the Chapter

Court decisions relating to student's rights and due process have restricted the "divine right" of administrators to suspend thousands of children each year.

Studies have shown that out-of-school suspension has no educational value, does not solve behavioral problems, and is often an expendiency used for suspending minorities and the less fortunate socioeconomic students. In-school suspension has been accepted by some educators as an alternative method of punishment.

Educators desiring to use in-school suspension have found a void in related literature. This study was designed to help solve that problem.

There is a need for: (1) a reduction in the number of suspensions, (2) the elimination of de facto compliance to due process procedure and "on paper only" in school suspension programs, and (3) assisting disruptive youth to become productive members of society.

The remaining chapters will deal more completely with the literature, will outline the methodology which was used, will articulate the results obtained and will summarize the conclusions reached.

CHAPTER II

REVIEW OF THE LITERATURE

The published and unpublished literature on the background of the study, the elements of out-of-school suspension (OSS), and the elements of in-school suspension (ISS) were reviewed in this chapter. The interrelationship of ISS programs of school districts, other than Missouri, could not be avoided if this study is to be significant.

An attempt has been made to avoid redundant duplication of previously discussed literature. The literature review has been organized into sections and subsections according to the emphasis of the study and for reading continuity. The primary sections in this chapter are: (1) background of the study, (2) legal aspects, (3) what is ISS?, and (4) the development, implementation, and evaluation of an ISS program.

Background of the Study

The number of students being suspended was reported in reports or studies by Cottle and Frye (14:5, 19:3-4). Some of the Missouri Schools or school districts reporting the number of suspensions were the Kansas City, Missouri

School District, Consolidated School District No. 6, and the Hannibal Public Schools (71:n.p., 67:n.p., 81:n.p.).

Cottle stated that "Today, millions of children are being suspended from school." (14.5). This number included the census tracts of Denver and Springfield, Massachusetts. In one Denver tract, 50 percent of the white boys and 30 percent of the black girls had been suspended at least once. In a Springfield tract, only 43 percent of the white male students had not been suspended at least once (14:5).

Additional information on student suspension was obtained from research by Frye which indicated that during the 1970-1975 school period, the San Diego Unified School District suspended 45,925 students, an average of 17 percent each year, from a total enrollment of 273,010 students. A sample of 400 students who had been suspended disclosed that 16 percent had been suspended at least twice during the school year. Less than 2 percent of the 16 percent had been suspended three or more times (19:3-4).

Fields submitted a suspension report for 25 August 1975 to 21 May 1976 to the Kansas City, Missouri School District Board of Directors. The report indicated that a total of 615 students were suspended: seventy elementary school students, 128 junior high school students, and 417 senior high school students (71:n.p.).

The report was submitted for informational purposes only. The report did not give the total school enrollment or the percent of the students suspended.

The Consolidated School District No. 6 during the first semester of the 1978 school year had a total of 1206 suspension days. Some of the students were suspended more than once but this was the first year of operation of the program (67:n.p.).

The Hannibal Public Schools suspended 351 students during the 1976-1977 school year for an accumulated suspension days of 1730. In the 1977-1978 school year the number of suspensions was 120 for a total of 657 days (81:n.p.).

The listing of the number of student suspensions in each Missouri district of the study was impractical. The Missouri suspension figures did not include those districts which were outside the limits of the study.

Another factor to be considered besides the number of students suspended is who they are. Quoting from HEW's "fact sheet" Neill reported that:

> A study of the figures on student disciplinary actions. . . reveals that the frequency of expulsions and suspensions of black, Spanish-surnamed, Asian-Americans, and native American Indian students is nearly twice that of white students. . . The average length of a suspension is nearly a day more for a minority student than for a white student. . . Of the 36,881 expulsions, native American Indians received 222 (about 1%); Spanish-surnamed, 2083 (6%); Asian-American 111 (under 1%); and black Americans 13,503 (37%). Nonminority students, who made up 62% of the total enrollment, received 19,482 expulsions or 55% of the total (41:286).

The handicapped are also subjected to unfair suspension. In defiance of Special Education Laws, handicapped youth are often subjected to cruel and inhumane treatment by some school administrators. This procedure was rationalized by the administrators by saying that no alternatives exist.

In support of this Jacob and Richter reported:

> Suspensions and expulsions provide an easy answer for the harried administrator. Students with educational retardation, social, emotional, or learning disabilities are often disciplined for their presumed inappropriate behavior patterns; while these very same behaviors. . . .are in fact found to indicate need for special help (25:42).

Triezenburg inferred that the ethnic, socioeconomic, physical or mental condition appeared to place them in a distinct group. Suspended students had a common background, they were low ability students. The average I.Q. for suspended students was 87. The student was two grades behind in reading and mathematics (54:n.p.).

The physical and mental handicaps, socio-economic and ethnic background of students have been considered in the suspension of students. There are other factors which contribute to the suspension of students such as: (1) the profile of the disruptive youth and, (2) the student's social class values.

Profile of the Disruptive Youth

To achieve the objective of the affective domain of ISS programs it helps to have an insight into the characteristics of the "problem" student. A summary of the nature of a disruptive by Davis was:

1.	Sex	Male
2.	Age	12-17
3.	Family	Single parent home; usually lives with working mother; several children
4.	Socioeconomic	Parents born in the city; grandparents migrated from rural area; family income at poverty level; often on welfare
5.	Environment	Family does not own home; lives in an apartment or public housing; few marginal living conditions
6.	Work	Works part time or on pickup jobs; Often does not stay long on same job
7.	Social Habits	Advanced socially; sexually mature; Sets own hours; drinks; uses drugs periodically; smokes; does not own car
8.	Attitude	Surly; antagonistic; vacillates with periods of reclusiveness
9.	Future	No long-range goals; no plans for post-secondary education; job orientated; some interest in vocational education (17:3).

Social Class and Value

Research by Selakovich indicated that attempts to define class structure were made by such sociologists as Warner, Hollingshead, and Havighurst. They came to the conclusion that the lower social class make up about sixty percent of the population. Generally, the goals and values of the lower social class are:

1. Keeping the family fed, clothed, and housed is of vital importance
2. The individual is expected to be a "good fellow" in the gang
3. Immediate spending of money and possession of material goods tend to be a subgoal in itself
4. Prowess in aggressive methods brings prestige
5. Prowess in sexual sphere is encouraged
6. Opportunism is a characteristic attitude toward law and order
7. Cleanliness is less stressed
8. Ideally there is a vague notion that education will help the individual or improve his status. Some stress is put on literacy but the person who is "too educated" is a misfit in the community

9. Maternal dominance often exists in the economic sphere because for one reason or another, the father is unable to support the family. The mother and children are aware of the money situation. The mother frequently works as well as the father. Frequently the family consists of the mother and several children

10. The home is not "child-centered," and the mother does not supervise the activities of the children closely

11. Indulging in gambling and commercial entertainment is permitted at an early age (52:77-78).

This is a generalized classification to which there are many exceptions. Even so, it is useful information which may help explain the behavior of some students who are subject to suspension.

Reasons for Suspension

The breach of school rules and regulations which led to suspension varied in each district. Those rules and regulations which had a commonality; but not necessarily included in each district were:

1. Smoking
2. Skipping class or school
3. Fighting
4. Leaving school grounds without permission
5. The possession, sale, or use of drugs/alcohol

6. Vulgarity
7. Tardiness
8. Extortion
9. Lethal weapons
10. Failure to comply with reasonable request
11. Obscenity
12. Threats by word or deed
13. Breaking school rules repeatedly
14. Forgery

Legal Aspects

The literature on suspension, due process procedures, and student rights is reviewed in this section. Studies by Noltre, Weber, and Wiles emphasized the importance of governmental decisions on student rights and due process procedures in the suspension of students (42:40-42. 43:47-49, 44:4-6, 56:571-73, 57:65-75).

It has been established by the courts that students enjoy the protection of the Fourteenth Amendment. In cases in which a student might be removed from school for more than a week, there is substantial agreement among lower federal and state courts on many elements of due process required. However, the U.S. Supreme Court has never accepted a case involving the procedural requirements of due process in regards to long term suspensions. For short-term suspensions, Ackerly and Gluckman reported that:

> . . . the U.S. Supreme Court . . . has now spoken out on short-term suspension . . . three elements are required prior to any suspension: the student must be told the nature of the charges, given an opportunity to respond, and if he denies the charges, a statement of the evidence supporting them. All of this can be done informally, with the charges and supporting evidence delivered orally or in writing (1:26).

The suspension and expulsion due process procedures of the Special School District of St. Louis County are:

> In compliance with the Missouri State School Law regulations, the following "due process" procedures shall be followed by Special School District professional staff. No pupil shall be suspended unless:
>
> a. The pupil has been given oral or written notice of the charges against him/her
>
> b. The continued presence of the pupil would pose a continuing danger to person or property or constitute an ongoing threat of disrupting the academic process. . .
>
> c. The pupil is granted the opportunity to deny the charges, and is given an oral or written explanation of the facts which form the basis of the proposed suspension.
>
> d. The pupil shall be given an opportunity to present his/her version of the incident, and the pupil may be permitted, at the school administrator's discretion, to cross examine the accuser, . . . and to bring forward witness to verify his or her version
>
> e. In the event of a suspension for more than ten (10) days . . . the suspension shall be stayed until the board renders its decision, . . .
>
> f. The parents, guardians or majority age pupil will receive written notice from the school administrator. This notice shall include the following:
>
> 1. The length of the suspension with specified dates
> 2. The activities which took place prior to the suspension
> 3. A statement of prior efforts to remediate the problem if appropriate
> 4. The charges made against the pupil
> 5. An explanation of the due process procedures granted the pupil prior to his/her suspension
> 6. The parents right to appeal the disciplinary action taken
>
> A copy of this notice shall be immediately forwarded to the administrator's immediate superior, the superintendent and the pupil's teacher (67:n.p.).

The courts have not denied the schools the power to suspend students for disruptive behavior. The requirement is that the school must prove disruptive conduct or speech as a basis for suspending a student, while allowing the student to establish his innocence.

The principal must exercise the authority and assume the responsibility for the proper application of the due process procedure; personalities cannot be a factor in his decisions.

The "automatic" suspension of Missouri students is no longer enforceable. The suspension of Missouri students must be in compliance with Missouri State School Law.

A report on due process by Triezenburg indicated that students are now teaching administrators and teachers about their rights. The educators have ended up looking foolish because they have not learned the lessons borne out in decisions of the U.S. Supreme Court. Where there is evidence of capricious, arbitrary conduct on the part of the schools, the court will act in favor of the student (54:18-19). What are the solutions to the problems of massive, unfair, and sometime illegal suspension of students? A possible solution is in-school suspension.

What is In-School Suspension?

Osborne stated that "Goss v. Lopez (1974) held that education is a property right, and that students cannot be deprived of education without due process of law"(47:345).

A study by Meares and Kittle indicated that ISS protects the malefactor's educational rights, while also protecting those of his fellow students. ISS eliminates the need for a formal hearing in most cases (35:61).

Court rulings, dissatisfaction with some of the aspects of the normal suspension program, community and social pressure were the major factors in the evolution of the idea of "in-school suspension." A complaint against the "old" system of suspension was the elimination of a learning situation for the suspended students. Providing disruptive students with a program such as the Center Missouri School District's "Stay and Learn" program may show that students can be disciplined and still be provided a learning situation and afforded the opportunity to learn.

An ISS program is an integral part of the school's total program. It is a structured program whose goals and objectives are in harmony with those of the school district and with an emphasis on student behavior modification.

An ISS program is an exercise in mental discipline and thus becomes remedial and preventive in nature. Two theories of mental discipline presented by Larson and Karpas were:

> The remedial theory . . . Behavior is an outgrowth of the total life history of the individual, and diagnosis and cure are the desired processes. The aim of this theory is to have the person restore within himself socially acceptable behavior patterns.
>
> The preventive theory . . . Its objective is to prevent the situations which call for later remedial

> measures. A large amount of anti-social behavior could be prevented if we could remove its causes and provide a desirable environment in which students could develop. The air of the school is to produce a student who has a social conscience and sees the good sense in acceptable social behavior (32:145-146).

While ISS programs are designed to be punitive in nature, a model for implementation of some ISS programs stresses the Glasser Reality Therapy concept. The designers of these programs hope that there will be a positive behavioral change in the student.

It is sometimes easier to explain what an ISS program is, by saying what it is not. The customary practices that should not be a part of an ISS program are:

1. Providing a quiet place for students to sit
2. Making students do manual labor without pay
3. Stopping a student's "learning" so that he returns to the classroom behind in his work
4. The stereotyping of students by teachers and administrators
5. Giving students busy work that they do not understand
6. Ignoring the total needs of the student

An ISS program is not a "dumping ground" where "problem teachers" can place their "problem students."

ISS programs have many synonyms. They are called Time Out Rooms, Behavior Modification Clinics, Intervention Centers, Saturday Suspension, and many other eye catching names, but each program is simply a plan--a structured plan, designed and implemented, to modify the behavior of the disruptive student and return him to the regular classroom situation as quickly as possible.

The Purpose of ISS

The purpose, or rationale, of an ISS program is related to its intended or desired results. The program has goals and objectives which focus on the reduction of the number of suspensions and the modification of student behavior.

A report by Breisch suggested that an ISS program will try to promote positive discipline and retain the problem student within the educational confines of the district. The objectives are to instill a sense of responsibility for student actions--a responsibility which is not only practical in the school setting but also a quality which is necessary for a successful adult life. It tries to create a sense of personal awareness and how the student relates to their fellow man, not only in the school setting, but also in the social setting (62:8).

A purpose of an ISS program is to protect the administrator and still remain within the legal confines of court decisions that applies to school discipline. The necessity for this protection may have been the Civil Rights Act. Noltre reported:

> Another source of law now applies to school discipline: The Civil Rights Act of 1871 (42 U.S.C. Sec. 1938). Under it a majority of the Supreme Court held

> in February 1975 that school officials may be held personally liable if they knew, or reasonably should have known, that what they were doing to students would result in a deprivation of a civil right constitutionally guaranteed. (Wood v. Strickland, 95 S.Ct. 992.) It seems reasonable to expect that the term "school officials" may apply to principals (44:1).

Four types of ISS programs used in Missouri School Districts were: (1) ISS, (2) Alternative Center, (3) Saturday Detention, and (4) Time-Out Room. The program of each district could not be presented; consequently, the purpose or rationale of the four kinds of programs are described as a type unity. This presentation is made recognizing the contribution of each district to this section.

In-School Suspension

The rationale for the Kirkwood School District R-7 ISS program was:

> Some students periodically get into difficulties which may be, in isolation, not serious. When they become habitual and initial solutions are not successful, students are suspended from school. This frequently plays into the hands of the student since this is what he desires. The student under such circumstances usually does not do school work, falls further behind in assignments, has no change of attitudes and often feels he is getting a "free" vacation.
>
> An in-school suspension program will keep the student in school, provide greater assurance that he will be doing his work, and provides an opportunity for attitude alteration (85:n.p.).

The Blue Springs Junior High Academic Service Individualized Center (B.A.S.I.C.) program gives the parents and counselors another opportunity to take another extended look at the serious problem of student suspension. The program is designed to:

1. Keep students in school
2. Provide opportunities for academic progress while under suspension
3. Win parent approval and support of the suspension method
4. Provide an alternative to corporal punishment and OSS
5. Provide more individual attention in efforts to individualize instruction

This program evolved from a proposal submitted to the Blue Springs, Missouri Board of Education by Georegff (76:n.p.).

Alternative Center

The Crisis Center approach is an innovative concept of ISS designed as a constructive attempt to expunge the increasing problem of student suspension from the regular school environment.

The center is a means of providing an alternative to external suspension and its operation is based upon the concept of positive intervention and behavior modification theory techniques.

The program is structured and its purpose is to effectively deal with students exhibiting a marked deviation from acceptable behavior and prevent the complete removal of students from their normal classroom situation. It affords the opportunity for the student to continue his education on a temporary basis until he has made the necessary attitudinal adjustments required to function in the regular classroom. Parkway South Junior High, Northwest High, and Fort Osage Senior High are some schools in Missouri using this type of program.

The purposes of the Fort Osage Senior High School Behavioral Adjustment Center are to:

1. Place major emphasis on active student involvement in:
    a) Cause and effect relationships
    b) Planning and goal setting
    c) Problem solving
    d) Evaluation and re-evaluation of personal progress
2. Create an atmosphere that will encourage the student to accomplish his set goal or objectives
3. Aid the development of needed skills, concepts and values in computation and communication for his chosen place in life and career
4. Assist in the development of a complete understanding of self
5. Encourage critical, responsible thinking
6. Foster humanistic internal and external respect

7. Promote personal growth through mutual meaningful relationships between student and teacher

8. Provide individualized instruction in an attempt to prepare the student for further education development

9. Involve parents in the student's participation in the program

10. Aid the student to understand the future through knowledge of his past and present actions

11. Aid the students to become successful contributing members of an occupation, career, and the community (74:n.p.).

Saturday Detention

Three Missouri schools using the concept of Saturday Detention are Hickman Mills High School, Lee's Summit High School, and Riverview Senior High School (79:n.p., 88:n.p., 102:n.p.).

The purposes of Saturday Detention are:

1. To replace the short-term suspension of one to three days

2. To provide an alternative to suspension in specific cases

3. To offer the advantages of regular school attendance

4. To provide a method of discipline

Time-Out Room

In a report, Bailey stated that:

> Although not intended as a punishment room, the Time-Out Room provides an alternative educational environment for temporary placement when appropriate. The length of stay in the room is determined by the individual circumstances of each case. However, prolonged isolation and segregation from the mainstream is detrimental. Therefore, an emphasis is placed upon returning students to their regular classes as quickly as they can develop a plan to resolve their difficulties (60:n.p.).

The Time-Out Room is managed by a teacher or paraprofessional who receive supervision and training from the psychologist and social worker. They provide counseling for students experiencing serious or recurring interpersonal confrontations. Counseling is also provided for parents.

The Smith-Cotton High School has an Educational Adjustment Class for those children who are repeatedly ejected from class and often suspended from school. The basic thrust is the development of positive attitudes toward school and self. The immediate purposes of the program are:

1. To motivate and encourage student behavior that will facilitate solving their problems
2. To counsel and assist in self-realization
3. To motivate students to seek advice of guidance personnel, administration, and other sources in problem solving
4. To encourage students toward achievement

The Time-Out Room is also designed to keep students in classes where they are succeeding and in the Time-Out Room during the hour where there is a problem to be settled in a class.

Development, Implementation, and Evaluation

The problem facing today's schools is the provision of a structured program for suspended students whose major objectives are: (1) to recognize the characteristics and needs of problem students, and (2) to reduce the number of suspensions by using the principles of behavior modification.

Development

If an ISS program is to be effective and reap maximum benefits it must utilize the versatility of the members of a school community. The program's operational procedures and program contents should be structured by input from school board personnel, professional and non-professional consultants, school administrators, teachers, students, and parents. However, the central office must provide the framework for the program and consistently oversee its implementation and development.

Presbie reported that before the active aspects of development occurs all persons associated with the program should take into consideration: (1) the line of demarcation between punishment and restraining procedures and the importance of applying each one, or neither, and (2) the diagnosing of, and prescribing for, individual learning and social problems; compared to techniques that may result in conditional behaviors which may limit future flexibility, growth, and creativity (48:7).

The developmental and active aspects of ISS programs varies between districts; however, an outline that was presented by Frye is:

I. Central Office-Secondary Division
  A. Designate person to facilitate program planning, implementation and evaluation
    1. Design alternatives to suspension programs
    2. Provide workshops for principals
      a) Explore concept/philosophy
      b) Explore program possibilities
      c) Provide assistance in establishing programs
    3. Provide regional workshops for vice principals and teachers on special assignment
      a) Explore concept/philosophy
      b) Review handbook and explore program possibilities
    4. Identify usable AV aides
    5. Identify consultant services for use
    6. Provide consultant services to schools
    7. Set up and facilitate interim and yearly evaluations
  B. Establish budget for program

II. School sites (secondary)

  A. Designate site coordinator of program

    1. Design site program

    2. Provide workshops for teachers and other staff

      a) Explore concept/philosophy

      b) Review Handbook and explore program possibilities

    3. Designate site committee-staff, parents, students

      a) Establish planning workshops

      b) Formulate objectives

    4. Implement program

      a) Delineate duties and responsibilities of staff members

      b) Provide ongoing workshops for staff

  B. Inform community of program-PTA/Newsletters, etc.

  C. Make interim evaluations as requested

  D. Make yearly evaluations as requested

The development of an ISS program is an administrative task but the responsibility of carrying out the program rests with the resource personnel of the central office, the administrators of the school site, the student, the school staff, and the community (19:65-66).

The review of literature of Missouri ISS programs suggested that the district was responsible for the ISS program. Other literature suggested that the school or some other person was responsible for the organization of the program. In other literature it was not clear who was responsible for what.

Staff responsibilities

The general staff responsibilities are discussed in this section of the program development. Schools had specific staff responsibilities depending upon the objectives of the school program.

Performing individually, or cooperatively, certified teachers, instructional assistants, "substitute" teachers, or parents are the supervisors of Missouri school site ISS programs. The supporting staff are the counselors, vice principals, principal, and classroom teachers. Schools with more extensive programs utilize the expertise of psychologist, public social service agencies, and the elements of the private sector of the community however, this aspect of ISS programs is not discussed in this section.

Supervisor

The Kirkwood, Missouri School District R-7 reported that the responsibilities of the supervisor of the Kirkwood High School Intervention Center (K.H.S.) are:

1. Get student's schedule and background information
2. Get assignments from the student's teachers
3. Discuss attitudes and assist with assignments
4. Turn in completed work to teacher making assignment

5. Contact student's parent and teacher if student is absent

6. Recommend release back to class

7. Report attendance to attendance office

8. Utilize the counselors for behavior counseling

9. Keep accurate records and submit monthly reports

10. Notify teachers of extended retention of student

11. When the student has completed an assignment, obtain a new assignment from the student's teacher (85:n.p.).

The Reorganized School District No. 1 reported that the responsibilities of the supervisor of the Student Adjustment center (SAC) are:

1. Keep careful and accurate attendance records

2. Report daily to the office behavior and work record, days served, and days remaining for each student

3. Eat with the students

4. Treat the students in a respectful and professional manner

5. Refer serious behavior and work problems to the principal

6. Maintain good order and student behavior

7. Recommend additional SAC days and early return to claas

8. Assist students in understanding and completing work

9. Offer additional, worthwhile, assignments to students

10. Supervise the students at all times during the day, unless alternate supervision has been arranged

11. Discuss attitudes and goals with student in an attempt to modify behavior

12. Have an orientation for students in which rules, and procedures are explained (96:n.p.).

Instructional assistant

The In-School Adjustment Program (INSAP) of the North Kansas City High School has an instructional assistant to aid the supervisor of the program. The responsibilities of the instructional assistant are:

1. Maintain and report attendance
2. Help control the classroom
3. Help students with individual assignments
4. Work with the teacher in securing assignments and returning completed assignments to the student's teacher
5. Do clerical work for administrators and teachers when time allows (75:n.p.).

Administrators

The administrative responsibilities of the North Kansas City High School (INSAP) Program rest with the assistant principals. Two administrators rotate with the counselors in supervision and discussions with the students (75:n.p.).

The role of the administrator of the Parkway North Junior High School In-School Suspension Program is: (1) to decide which students are to be admitted to ISS, (2) to hold an entrance conference, (3) to initiate the action to be taken with those students who are uncooperative in ISS, and (4) to contact teachers when assignments are neglected (98:n.p.).

The principal should: (1) orient his staff toward contributing to the development, implementation, and evaluation of the program, and (2) assume the responsibility for assigning students to ISS, keeping in mind that the ISS program must be a beneficial experience for the student, and that ISS does not become a "dumping ground" for all problems (91:n.p.).

Counselor

Behavior modification, reality therapy, values clarification, Adlerian psychology, and transactional analysis are employed in many programs, however, the specific counseling approach used will depend on the framework within which the ISS program was organized. It is not appropriate to use counseling models which manipulate the student or assume that the student's behavior is all that needs modification. Those approaches which tend to camouflage, or misidentify, the student's root problem should be avoided.

The approaches which tend to produce a passive, adaptive student should also be avoided. The purpose of counseling should be (1) to involve students in identifying and assuming some responsibility for solving the root problem responsible for their behavior, (2) to assist students in confronting the reasons for their own misbehavior, and that of others, and (3) to assist students in accepting responsibility for and in learning how to manage their behavior and to cope more responsibly with the behavior of others (93:19-20).

The responsibilities of the counselor of the Parkway North Junior High School ISS program are: (1) determine why students are having problems with the regular school routine, (2) provide one-to-one counseling, (3) communicate with parents, teachers, and administrators when appropriate, and (4) hold exit conference and make recommendations and referrals pertaining to the student (98:n.p.).

Teacher

The placement of a student in ISS does not relieve the regular classroom teacher of his/her responsibility to the student. The assignment of a student to ISS requires that teachers send the student's daily assignment to the staff of the ISS program. The assignment may be the same as given to the students in the regular classroom, or it may be more intensive and require more activities of the student than would be normally required. There must be a close working relationship between the classroom teacher and the staff of the ISS program (93:16-17).

The responsibilities of the classroom teachers varied from undefined to those reported by the Parkway North Junior High School, the Parkway South Junior High School, and the North Kansas City High School (98:n.p., 99:n.p., 95:n.p.).

The Parkway North Junior High School reported that the teacher responsibilities are:

1. Complete discipline form to explain why the teacher is recommending student to ISS and to indicate prior teacher action

2. Provide assignments. Many times these assignments will be different from what is being done in class. The assignments must be something that can be completed during the five day stay. Written assignments are preferred

Assignments must be in the ISS box in the counselor's office by 2:00 on the day prior to the student's ISS admittance

3. Evaluate and credit completed assignments (98:n.p.).

Support Services and In-Service Programs

It is necessary that the ISS program staff have access to the school system's support services. Mizell stated:

> In developing the program, thought must be given to how such school personnel as psychologist, attendance workers, special education consultants, . . . will relate to the alternative program staff in order to assist them in working with students. Attention should also be given to establishing contact with and involving individuals from such community-based agencies as legal aid offices, mental health centers, . . . and the like (93:21).

The available support personnel must understand the total ISS program. the support service personnel must know what is expected of them and the ISS staff must develop personal working relationships with the support personnel. The staff of the ISS program should serve as the advocate for the student to assure that the support personnel provide prompt, quality service and protect the student's interest. In no case should a student simply be "turned over" to the school or community support personnel (93:21).

Major activities other than the selection and assignment of duties to ISS personnel are in service programs and the interaction between school districts.

The Louisiana State Department of Education held a four day pre-school workshop. The participants were asked to understand the purposes of the program and to acquire the necessary techniques for successful implementation of new ideas in behavior modification. They were given help with positive self-concept development, and working effectively with students on an individual and small group basis (100:n.p.).

In the report on the workshop sponsored by the Louisiana State Department of Education on a "Reclamation Room Program", Pernici stated:

> Follow-up inservice sessions were held. During these sessions time was devoted to discussing their strengths, weaknesses, and for sharing exemplary practices in their individual schools. Consultants were brought in to make presentations on such topics as "Reality Therapy," . . . and "The purpose of School" (100:n.p.).

In a spring meeting, the proponents of an in-school suspension program for the Waynesville R-VI School investigated the Smith-Cotton Program used in the school districts of St. Charles and Sedalia, Missouri. The meeting resulted in the formulation of the rules and regulations for the Waynesville R-VI school's Suspension With Individual Meaning (SWIM) Program (108:n.p.). Interdistrict meetings, acting as referral agents, and district/interdistrict inservice workshops were a common practice among districts using ISS programs.

Implementation

There is little question among educators about who should assign a student to an in-school suspension, but to whom? for what? and for how long? Which students are to be assigned to an in-school suspension and for how long is determined by an administrator, at his discretion, within the limits of the rules and regulations of the board of education.

The most difficult problem facing administrators is the selection, or the designing of an ISS program which will fit the needs of their attendance center. Presented in this section are guidelines for some Missouri ISS programs.

The guidelines for the Parkway North Junior High School's ISS program are:

1. Students must report to detention five minutes after school has been dismissed
2. Students may not talk
3. Students must be working at all times
4. Students must stay seated
5. When students have questions, they are to raise their hands and be recognized by the teacher
6. Students will be required to have pencil and paper. If they fail to have these and materials have to be provided, another day will be added
7. Students are to bring their coats and other materials to detention. Coats and hats are not to be worn in detention
8. Students are to remain in the room for the entire period
9. Extra days will be added if any of the rules are not followed
10. If a student skips detention, one day will be added. If he skips again, he will remain at home until a parent conference is held with the administrator

A daily evaluation will be made on each individual's progress. It will then be passed on to the next supervising teacher (98:n.p.).

The rules of the Waynesville VI School District's SWIM program are:

1. The student will report directly to the office each day of the suspension

2. An unexcused absence from the center will result in one additional day of suspension

3. If the student's conduct requires that he be sent home or he leaves the center, the missed time must be made up and additional time may be added

4. A parent conference will be required for the release of the student from the center

5. The student will have specific assignments, given by the regular classroom teachers, to be completed satisfactorily before his release from the center

6. There will be two rest/drink breaks daily in addition to the lunch period. One break at mid-morning and one at mid-afternoon.

7. The student will not be permitted to attend school functions while under suspension (108:n.p.).

Additional rules as to specific behavior in the center were to be developed later in cooperation with the instructor and administration.

The success of an ISS program depends upon the designer and the administrator of the program. Research by O'Brien revealed that Goluska developed a program for

Minneapolis that some persons had doubts about its success. The counselor at one school said: "The program is only as good as the guy running it, put a dictator in one of those programs and you'd really have a mess."

And O'Brien continued:

> David Mead . . . believes that a program such as in-school suspension can be successful only in certain communities. "That program works well in Columbia Heights because those people out there are blue-collar types who believe in discipline. Take a strict program like that into a well-to-do suburb and you might find more than a few problems."
>
> An assistant principal in an inner-city school said: "A program like that-cooping kids up, cutting off their outside activities-would never work at our school. That could turn off some of the marginal students forever."
>
> But this same assistant principal also concedes that his school still is using at-home suspension (45:61-62).

Financing the Program

Some administrators resist ISS programs because of the cost in terms of teacher's salary and classroom space. This cost is justified in terms of the less tangible cost to the community by destructive suspended students. What must also be considered is the cost to schools for the hearing required by recent court rulings on due process in the suspension of students.

Money is available. Federal legislation relevant to suspension alternatives falls under six main governmental agencies. Bateman reported that these agencies are: (1) the Department of Health, Education and Welfare, (2) the Department of Justice, (3) the Department of Labor, (4) ACTION, (5) Community Services Administration, and (6) Cities in Schools (4:3).

Research by Bateman indicated that there are certain pitfalls to be considered if a school district applies for federal funding of ISS programs, such as:

1. Your district may not really need the funds. Your program may be better developed by utilizing the sources at hand

2. Is your district prepared to take on the funding of the project if the federal funds are not renewed or cut off

3. Is your district prepared to follow the regulations which govern how the federal funds can be used

4. Can your district compete with other districts in applying for funds and reporting procedure (4:3).

Evaluation

The evaluation must be continuous in nature with a final evaluation at the end of the year. The two methods of evaluation used by Missouri Schools were methematical and objective in nature.

A combination of both methods was evident in the Fort Osage Junior High School in-school suspension program. The evaluation of a year of operation of their program revealed that approximately seventy students had been assigned to the Behavioral Adjustment Center (BAC); thirty-five of those had been assigned only once; twenty-five had been assigned twice; and seven had been assigned five times. Some students showed an improvement in their behavior; however, other students were such a behavioral problem that it was in the best interest of other students to assign them OSS. The most beneficial aspect of BAC was that many of the marginal behavior problem students had someone in the school system that they felt they could talk to. There were some students who visited the BAC who would ask for assistance and advice about their personal problems (75:n.p.).

Successful tools for the evaluation of ISS programs have not been developed at the present time. However, the results of behavior modification can be observed and recorded on an objective basis. The overall evaluation is decided in terms of reaching, or not reaching, the goals and objectives of the program.

Darden reported that the success or effectiveness in the reduction of the number of suspensions can be documented by quantitative statistical procedures. This evaluation design should involve a survey of schools with ISS and the same number of schools without the program (selected by geographical proximity to ISS program schools) to determine if the proportion of suspensions between the schools is statistically significantly different. The survey is based on school system records of reported suspensions. A binomial test for differences in proportionality is applied to test for statistical significance of observed difference in proportions of suspensions (68:n.p.).

Missouri ISS programs used a follow-up procedure which occurred after the student returned to his regular classes as a form of continuing evaluation. An information slip was sent to the student's teachers to determine the behavior pattern and scholastic work done by the student since returning to class.

Research by Darden indicated that any evaluation of an activity, such as ISS, dealing so closely with behaviors and attitudes must not be studied with close-up "tunnel" vision. Rather such a program should be viewed with a wide lens which can focus on distant objectives. Some subjective appraisals are also available and can serve as an index to "feelings" about the disciplinary concepts of the program.

And Darden continued:

> Even a cursory evaluation must be made in the light of objectives which clearly meet defined needs such as:
> 1. The need to decrease suspensions and expulsions without decreasing the discipline necessary for a good learning-teaching environment
> 2. The need for students to remain in class during the school day
> 3. The need to provide the student with training which will assist in the elimination of the need for "repeated suspension"
>
> The objectives are evaluated in reflection of these needs:
> 1. To reduce suspensions and expulsions
> 2. To retain in the classroom for uninterrupted instruction pupils who have broken school rules
> 3. To modify behavior patterns of pupils who cause discipline problems (68:n.p.).

The method used to evaluate an ISS program must be in agreement with the purpose of the program evaluation. Jones, Jackson, and Spencer emphasized that the purpose of any evaluation is to keep practices that work, to eliminate or change the phases that are not desirable, and give direction for future planning (26:212).

How well an ISS program works depend to a great extent on how it is executed; how relevant it is to local situations; and how conscientiously it is implemented by those in authority.

Mizell stated that . . . "in-school alternatives to suspension" by title alone does not guarantee that the needs of the student are better met or that it is a qualitative improvement over past methods of disciplining students." (37:1).

The term ISS may describe various efforts to deal with students who would have been subject to OSS. Some administrators have designed ad hoc programs so as to not use short-term, out-of-school suspension. These efforts should be recognized for what they are.

Mizell implied that the decision to use ad hoc programs and other escape mechanisms is an admission by administrators that they are not allowed to, do not know how to, or are unwilling to, successfully begin and carry out types of preventative instructional organizations. The purpose of these organizations would be to minimize erratic inappropriate student behavior which may result in suspension (37:1-5).

Summary of the Chapter

The Goss v. Lopes, and other court decisions posed questions that needed to be answered related to student suspensions. The legal and related educational questions to be answered by school districts were: (1) who was suspended, (2) why were they suspended, (3) what was the suspension process, and (4) what was being done to reduce the number of OSS?

A disappropriate number of nonwhite, poor, handicapped, and students from the lower social class were being suspended for longer periods of time than their peer counterparts. The reasons for suspension were those found in the Student Handbook or the less defined one; disrespect.

The principal or his appointee has the responsibility of enforcing the rules and regulations of the board of education and the school. Unless there is a threat to the security of others the past "automatic" suspension of students by administrators no longer applies. Students are now entitled to due process procedures and the suspension of students can no longer be an administrative expediency. Administrators are liable for their actions in the denial of a student's liberty or property rights.

At the national level ISS programs were designed to reduce the number of suspensions, provide the student an opportunity to achieve, and modify the student's behavior.

Published and unpublished information on Missouri ISS programs is scarce. Collected Missouri programs described the rationale, school site structure, and general evaluation of ISS programs. However, the participation in, or impact on, ISS programs by the central office and the community was not described in some programs.

The success of ISS is determined by the totality of commitment and efforts of those involved in the program; from the central office to the parents. How well an ISS program will work depends to a great extent on how it is executed; how relevant it is to local situations; and how conscientiously it is implemented by those in authority.

ISS will not solve all of the problems of suspension but it may stem the tide of the irrevocable harm to the student and community of OSS. The primary valid reason for the establishment of an ISS program should be to help students.

CHAPTER III

METHODLOGY AND PROCEDURE

Introduction

The methodology and procedure steps used in conducting this study are described in this chapter. The methodical arrangement of this chapter is: (1) the population; (2) the data source; (3) the collection procedures; and (4) the data analysis procedure.

Population

The initial population for the study was selected from those school districts listed in the 1977-78 Missouri School Directory with a junior or senior high school enrollment of one thousand, or more, students and a North Central Association rating of AA or AAA. The final selection of the districts for the study was based on the above criteria and the additional requirement that the district had an in-school suspension program.

School district information supplied by the 1977-78 Missouri School Directory restricted the sample size to fifty-four school districts. There were fifty AAA and four AA North Central Association rated districts with a junior and senior high school enrollment of 246,159 students. Letters of inquiry were sent to each district requesting information on the use of ISS as a form of punishment. Replies from the letters reduced the sample size to thirty-one districts with a student enrollment of 178,984 students. Copies of the letters of inquiry are found in appendix A.

The Data Source

The sources of data for this study were: (1) library research, (2) ERIC and CDI on-line searches, (3) letters of inquiry to school districts, (4) the telephone, (5) school newspapers, (6) School District Newsletters, and (7) published and unpublished material from learned societies and organizations.

A restricted and unrestricted ERIC and CDI on-line search request was made by the search analyst at the University of Missouri-Kansas City on student suspension using the following descriptors: (1) ISS programs, (2) Behavior Modification programs, (3) Saturday suspension, (4) after-school suspension, and (5) alternatives to out-of-school suspension. A Missouri restricted ERIC and CDI on-line search was made for suspension programs using the above descriptors. An exhaustive literature review was made on ISS programs and its synonyms utilizing the information received from ERIC, CDI and other reference sources.

The Questionnaire

A copy of the questionnaire and accompanying letter is in appendix A.

The questionnaire was prepared after a review of literature on in-school suspension by the author and the

In-School Suspension Packet by Lempesis (89:n.p.).

A combination latitudinal and restrictive response questionnaire was developed. It was pretested using area schools (not in the study) with ISS programs. The author and his advisor made changes in the questionnaire for clarity of meaning of the questions. The modified questionnaire was mailed to the superintendents of the districts in the study.

There were six parts to the questionnaire. The first part was concerned with the reasons for the program. The respondent was asked to rank in the order of importance ten (10) times using the numerals one to ten. The numeral one (1) being the most important and ten (10) being the least important.

The second part was designed to determine the area of responsibility for the program structure. The respondent was asked to check (x) one of the following: (1) C-for the central administration; (2) S-for the school administration; (3) B-for both; or (4) N-for neigher to each of the twenty questions.

The essence of part three was the revelation of the characteristics of the program. There were nineteen questions and a check (x) was to be placed for the selected choice to each question. The code was (1) T-for always true; (2) t-for sometimes true; (3) F-for always false; (4) f-for sometimes false; and (5) N-for never.

There were twelve questions in part four on evaluation of the program. The answers to these questions utilized a one word response, check (x), or a numerical value to\each question.

The aftermath of rule infraction was the information sought in part five. The numerals one (1) to three (3) or a check (x) was used to mark the response to each of the twenty questions. The type of punishment to be marked for rule or regulation infraction was ISS, OSS, or N-no suspension.

The questions in part six requested information on program financing. There were four choices: (1) Federal Funds; (2) State Funds; (3) school district; and (4) other. The respondent was asked to check (x) those which applied to his program.

The questionnaire was concluded by asking for comments.

Data Collection Procedures

A detailed review of the methods used to collect data is presented in this section. All communications included a postage paid, self-addressed, return envelope. Copies of these letters will be found in appendix A.

To discuss the method used to collect all of the data used in the study would be a digression or redundant. The collection of data will focus on the methods used for collecting Missouri ISS programs and the questionnaire.

An inquisition cover letter was sent to each superintendent using ISS as soon as an affirmative reply was received. It was necessary to change the requested response date on the questionnaire because of slow responses to the initial letter.

On 1 November 1978, a second letter was sent to the nonrespondents informing them of the importance of their response to the initial letter and the study.

There were some misgivings on the part of some administrators as to the inclusion of Saturday suspension as a form of ISS. A letter was sent to these districts explaining that Saturday suspension could be considered as a form of ISS.

A third letter was sent on 4 December 1978 to the six districts from which no response had been received. It was again pointed out the importance of their reply to the study.

Letters were sent and telephone calls were made to the principals of three schools which had not responded to the letters of inquiry. A program guideline and completed questionnaire was received from one school which permitted the inclusion of these Federal funded programs and the district in the study (70:n.p.).

The promise of confidentiality was honored by using letters of the English and Greek alphabet to identify the questionnaires sent to school districts. This identification was used solely as a response record keeping device.

Data Collection Results

The results of data collection procedure were: (1) fifty-four (100 percent) of the school districts responded to the letters of inquiry; (2) thirty-one (57 percent) of the school districts were using ISS; (3) twenty-three (43 percent) of the districts were not using ISS; and (4) thirty-one questionnaires were sent and twenty-five (83 percent) were returned (see table 1). The inference of this information will be discussed in subsequent chapters.

TABLE 1

DATA COLLECTION RESULTS

Item	Total	Sent	Returned	Percent
Letters of inquiry	54	54	54	100
Schools with no ISS	23	. . .	. . .	43
Schools with ISS	31	. . .	. . .	57
ISS Questionnaires	31	31	25	83

NOTE: ISS (in-school suspension program).

Procedure for the Analysis of Data

Responses to the questionnaire were recorded on three Fortran Coding Forms per questionnaire and submitted to the IBM 360/44 computer at Wichita State University for statistical treatment. Descriptive statistics were used to analyze and synthesize the computer print-outs. Tables were used to present the results of the print-outs.

The following is the procedure used to analyze each part of the questionnaire:

Part one (Reason). Frequency distribution and rank order tables were made. The means and standard deviation was computed and recorded. Descriptive analysis was used to interpret the data.

Part two (Structure Responsibility). A tabulation by the number of responses to each item was made and a frequency distribution table was made. The means was computed and descriptive analysis was used to interpret the data.

Part three (Characteristics). A tabulation was made of the number of responses to each item. A point system was established. There was a one-to-one ordered correspondence between the letters T,t,F,f,N and the numerals 5,4,1,2,3.

Part four (Evaluation). The evaluation was divided into two areas. In one area the numerical responses were recorded and the mean and standard deviation was computed. In the second area, the intangible results were recorded and the percent of occurrence for each item was presented in table form.

Part five (Infractions). The responses to the type(s) of suspension or neither assessed for infractions were tallied and the results were recorded as percentages in a frequency distribution table.

Part six (Financing). Three common methods of funding programs were listed and space provided for the listing of other forms of funding. The title of the grant was asked for if state or federal funds were provided. The respondent was asked to check (x) the type(s) of funding applicable to his/her program and the response(s) were tabulated. The number of programs, the means, and standard deviation of each type of funding was recorded in tabular form.

Dummy variable were used for multiple responses to the same question to facilitate the proper interpretation of data. Missing data on part four of the questionnaire were coded as a zero (0) and was not included in the statistical analysis. See appendix A for the computer print out of the data used in this study.

Chapter Summary

The methodology and procedure used was successful in obtaining basic raw data for the study. Problems were encountered because of individual differences in the response time to the initial letters. This required a change in the requested data of response to the questionnaire.

Due to the small size of the sample, persistent efforts were necessary to obtain a significant number of responses. This resulted in a one hundred percent response to the initial inquiry and an eighty-three percent return on the questionnaire.

Methods of literature review and common means of communication were employed in the securing of data. However, the securing of information was difficult because of the void in data sources and the necessity of reliance upon unpublished material.

CHAPTER IV

ANALYSIS OF THE DATA

The parts of the questionnaire were analyzed separately. The responses and the questionnaire were analyzed to discover the reasons for ISS programs, the structure of the programs, the commonality of use, and the success of ISS programs in reducing the number of suspensions. The commonality of use was determined by the number of responses to the letters of inquiry.

ISS and neither responses to the same question in part five of the questionnaire were contradictory and were not included in the data, to do so would have falsified the statistical data of that section and the questionnaire. If two responses to the same question could be replaced by one (C and S replaced with B) it was done. See table 10 for abbreviations.

This was a descriptive study without a hypothesis. No comparison was made between programs. By design, the establishment of relationships between different elements of an ISS program were not included in this study.

The Questionnaire

There were ninety questions on the questionnaire with a possible 187 responses. There were 170 significant responses distributed over 118 variables. The size of the computer necessitated the printing of three sheets to record the responses. The data overlapped on the sheets and care was taken not to count the same responses more than once.

The variables were assigned numerical values and abbreviations for table presentation. As table 10 in appendix B shows, questions with more than one variable assigned to them were marked with an asterisk (*).

Reasons

The use of ISS as an option to OSS was the most important reason for ISS (see table 2).

TABLE 2

RANK ORDER LISTING OF REASONS FOR PROGRAM

Reason	Mean	Standard Deviation
OSS option	2.375	2.081
Behav. mod	3.375	2.601
Success chance	3.958	2.031
Right to learn	4.333	2.371
Reduce sus.	4.792	3.021
Stud. in Sch.	4.875	2.692
"Cool off" period	5.625	2.499
Due proc.	6.292	2.820
Save ADA	6.375	2.919
Corporal option	6.500	2.919

Behavior modification was listed as second in order of importance and in the upper quartile of the table. The reduction in the number of suspensions was not one of the more important aspects of Missouri ISS programs. Corporal punishment is being replaced by other means of behavior modification and punishment.

Program Responsibility

As table 3 shows, there were areas in which the central office had little input. The percent of shared responsibility was low in all areas except concept and philosophy. The central office provided funds for the program but the establishment of the program was a major responsibility of the school administration. Administrative and staff workshops, the identification and provision of consultant services was not among the list of priority responsibilities of the central administration.

The elements of the program shared by more than forty percent of the school and central administration were (1) concepts and philosophy; (2) the establishment of the program; and (3) community imput.

The relatively large percent of neither (N) responses in certain areas was the results of the type of ISS program used by the district or school. The reasons for, and structure of, some Saturday suspension and Time-Out Rooms (names withheld because of the promise of confidentiality) did not indicate the use of consultant services or staff and administrative workshops as an element of their program.

TABLE 3

PROGRAM RESPONSIBILITY
(Figures in percent)

Task	C	S	B	N
Establish	16.7	33.3	41.7	. . .
Supervise	4.2	70.8	4.2	16.7
Desg. facillator	16.7	70.8	4.2	. . .
Plan	8.3	66.7	20.8	4.2
Implement	8.3	66.7	16.7	4.2
Interm/yr. eval.	4.2	66.7	25.0	. . .
Total eval.	12.5	45.8	37.5	. . .
Adm. w/shop	16.7	37.5	12.5	29.2
Staff w/shop	12.5	45.8	25.0	16.7
Concept/phil.	4.2	33.3	54.2	4.2
Review h/book	4.2	58.3	25.0	8.3
Prog. possibility	. . .	54.2	37.5	8.3
Ident. con. serv.	. . .	33.3	25.0	25.0
Prov. con. serv.	16.7	16.7	29.2	37.5
Ident. AV equip.	. . .	54.2	25.0	16.7
Budget	37.5	25.0	29.2	8.3
Comm. input	12.5	29.2	41.7	16.7
Stud. input	4.2	58.3	8.3	16.7
Staff input	8.3	58.3	25.0	4.2
Follow-up	4.2	54.2	25.0	4.2

KEY: C-Central Administration; S-School Administration; B-Both; N-Neither.

Characteristics

The characteristics of the program were an administrative function (see table 4).

TABLE 4

RANK ORDER OF PROGRAM CHARACTERISTICS

Characteristics	Mean	Standard Deviation
Entry/exit procd.	4.875	0.448
Low staff/stud. ratio	4.667	0.761
Staff control	4.652	0.970
Staff authority	4.652	0.970
Comp. due proc.	4.625	1.279
Couns. guid.	4.333	0.963
Envolves parent	4.208	1.062
Isolation	3.958	1.805
Early exit	3.917	1.501
Imp. study habits	3.833	1.204
Follow-up	3.833	1.308
Treat cause(s)	3.792	1.179
Stud./tchr. plan	3.792	1.285
Built in rewards	3.708	1.233
Built in punish.	3.625	1.245
Part mainstream	3.205	1.327
Stereotyping	2.833	1.167
Labor n.p.	2.750	1.073
Busy work	2.750	1.648

The median of the characteristics was the improvement of study habits. The treatment of the causes of misbehavior and the planning of the program by teachers and students was common in less than fifty percent of the programs and was in the twenty-fifth percentile of the table.

Those programs with a standard deviation of less than one (1) were: (1) entry and exit procedure, (2) low staff and student ratio, (3) maintenancy of staff control and authority, and (4) providing counseling and guidance.

Complete isolation had the greatest standard deviation (1.805) and a mean of 3.958. For all practical purposes the stereotyping of students, doing manual labor without pay, and the assignment of busy work were not elements of Missouri ISS programs.

Evaluation

Tables 5 and 6 show the evaluative procedures used for Missouri ISS programs. The programs were evaluated no less than two times a year. The average number of students in an ISS program at one time was fourteen.

The number of suspensions decreased with ISS but this number did not take into account the number of repeaters. The number of suspensions was reduced by approximately thirty-three students which was a reduction of twenty-one percent. Forty-seven percent of the students were assigned to ISS more than once.

TABLE 5

EVALUATION OF ISS PROGRAM

Item	Mean	Standard Deviation
No. eval. per year	2.625	1.173
Enroll. last eval.	14.333	26.290
Prior sus.	153.583	170.570
Comparable sus.	121.833	153.507
Repeated ISS	56.958	158.263

TABLE 6

EVALUATION OF ISS PROGRAM

Item	Percent
Better grades	45.8
Imp. soc. accept	54.2
Imp. attend.	70.8
Parent discp. proc.	91.7
Served total sch.	70.8
Discip. response	87.5
Eval. C/S	62.5
Subj. eval.	79.2
Object. eval.	41.7
Math. eval.	45.8
Cursory eval.	8.3

Students assigned to ISS showed a significant improvement in grades, social conduct, and attendance. The program was regulated towards a discipline response to the total school.

The parental involvement in the discipline process and procedure exceeded ninety percent as a part of the evaluation process of ISS programs. The most common form of evaluation was subjective in nature however, this did not preclude objective or mathematical evaluations.

Rule Infractions and Suspension Policy

This section was difficult to analyze because of the overlapping of the type of punishment, if any, administered for the same offense. In some cases, ISS or OSS only was assigned. In other cases, after repeated infractions of the same rules, or other rules, OSS instead of ISS was assigned (see table 7).

The major reason for ISS assignment were: (1) smoking, (2) cutting classes, (3) leaving school without permission, (4) teacher disrespect, and (5) disrespect to other staff members.

Leaving school without permission was the major reason for ISS assignment (91.7 percent) and the possession of weapons 4.2 percent of ISS assignements.

The elements of conduct such as drugs, alcohol, arson, and theft were assigned OSS. It appeared that infractions which would be subject to court action in the public arena were accepted as a school responsibility.

TABLE 7

RULE INFRACTION AND SUSPENSION POLICY
(Numbers in percent)

Infraction	OSS	ISS	N
Smoking	87.5	37.5	4.2
Class cut	87.5	25.0	16.7
Leave sch.	91.7	29.2	12.5
Tchr. disrespect	75.0	33.3	8.3
Staff disrespect	75.0	33.3	4.2
Fights	58.3	58.3	4.2
Drug use	16.7	83.3	. . .
Drug poss.	12.5	87.5	. . .
Alcohol use	25.0	75.0	. . .
Alcohol poss.	20.8	79.2	. . .
Absence	50.0	37.5	12.5
Dress code	25.0	25.0	54.2
Extortion	29.2	79.2	. . .
Arson	8.3	78.5	. . .
Theft	25.0	75.0	. . .
Vandalism	29.2	75.0	. . .
Weapons	4.2	87.5	4.2
F-reports/cards	41.7	29.2	20.8
Combination	45.8	37.5	8.3

Funding

As shown in table 8, the school district funded most of the programs. Some programs were funded with district and federal funds but no district received state funds for their programs.

TABLE 8

FUNDING

Type	Means	Standard Deviation	Number of Programs
Fed.	.167	.381	4
State	. . .	. . .	. . .
Sch. dist.	.917	.282	22
Other	.042	.204	1

The other source funds were contributions from organizations and members of the community.

Chapter Summary

Considering more than fifty percent as being a majority opinion, there were five reasons for an ISS program. This indicated that a re-evaluation of the reasons of ISS programs in terms of the definition of ISS need to be made.

Crucial areas of responsibility were not shared by the central office and school administration. The responsibility of the program was delegated to the school administration which resulted in questionable overall structure.

The characteristics of Missouri ISS programs were similar. These progams did not emphasize areas which may have been important to the successful operation of ISS programs such as student/teacher planning and student follow-up.

The evaluation of the programs was sufficient in light of the evaluative process used. There were areas which called for an opinionated evaluation that may have been biased.

The programs were successful in reducing the number of suspensions and appeared to modify the behavior of some students. The number of repeated suspensions may suggest a need for the re-evaluation of some aspects of the program.

There is a need for revising the rules and infractions which lead to suspension. The overlapping of ISS and OSS for the same offense leaves much to be desired in terms of positive action with students.

The total funding by the district indicated that the school wanted to retain control of the program and escape the guidelines of Federal funding.

programs receiving federal funds were minimal and in most cases, school funds were also used.

Fifty-seven percent of the districts in the study were using an ISS type of program. There are forty-three percent of the districts which may still be using ISS as punishment for breaches of rules by students.

The success of ISS programs in reducing the number of suspensions is difficult to determine because of the newness of the programs, the lack of adequate evaluative tools, and the scarcity of material on the subject of ISS.

A sample ISS program is presented in appendix B for the purpose of examination and possible adapation as a guide for an ISS program.

Conclusions

The suspension of thousands of students resulted in educational, community, economic, and legal problems. These problems have been reduced in magnitude by the use of in-school suspension programs. Educators, the general public and the courts agree that some form of discipline must be exercised. It is the type, administration of, and the educational value of the punishment that disturbs the populace.

Some districts have funded their ISS programs in order to escape reporting as requested by the Office of Civil Rights. Unless these districts wish other court actions brought by parents and students, these clandestine

CHAPTER V

DISCUSSION

The author's opinions in this chapter are based on the survey of literature relating to in-school suspension and the author's study.

Missouri schools will continue to add to the number of students being suspended each year unless more schools develop and use alternatives to OSS. The author found nothing in his research to dispel this frightening prognosis. It seems that the minority, poor, and mentally or physically disabled students will continue to compose the bulk of the students subjected to OSS or ISS, unless the present purposes, structure, and characteristics of Missouri ISS programs are better correlated. Correlation matrices must be established after each evaluation to show the relationship of one element of the program to the other.

Schools, which are going through the "pains of busing, desegregation, magnet school concepts, teacher racial balance, and court decisions on suspension and due process, must find innovative methods for punishing students for violation of rules and regulations that will be productive in nature.

A method of productive punishment has been suggested and tried in school districts throughout the United States. The results have been encouraging because the administrators have done their "homework". They did not accept a stereotyped program for their school as some Missouri administrators have proceeded to do.

Some administrators have "looked at" a program that appeared to succeed in another district, or school, and have accepted the program as the one for their school(s). The reasons and structure of ISS programs will vary between districts and schools. The "homework" that has not been done is research and consultations before starting their program.

The changing of a few words does not necessarily change the structure/characteristics of a program or find the cause(s) of student misbehavior. Missouri ISS programs are in danger of becoming outmoded before they have a chance to prove their value.

The philosophy and reasons for an ISS program need not be lengthy and full of educational jargon. An ISS program is a designed curriculum. The purpose of an ISS program is the use of due process procedures to modify a student's behavior and give him/her a chance to succeed. There is no need for a long list of purposes for an ISS program when five or less will suffice.

If the primary reasons for establishing an ISS program are to save ADA money, provide an alternative to corporal punishment, and to serve as a "cool off" period for students and teachers, the program has already failed. These elements are by-products of protecting the right to learn by other students, modifying the behavior problem students, and compliance with due process procedure.

There is a shared responsibility and accountability for the structure and implementation of the program. The parents, students, the board of education employees, and the community are participants in the program. Some Missouri ISS programs do not have these elements.

The need for shared responsibility and input into ISS became apparent when in one of the largest school districts in Missouri, the central office denied the existance of an ISS program which was a contradiction to be published material in national and local media.

The central office should designate a program director to work in harmony with the school. An ISS program should not be the major responsibility of the principal.

Some principals do not understand ISS. They do understand that it is a method that can be used to reduce the number of reported OSS to the central office. Some principals find that it is a place to dump problem students until they can decide what to do about them. Some principals realize that ISS is a method that can be used, by manipulation, to assign a student more than ten days suspension without denying him of liberty or property rights.

These practices would cease if the central office had more input into the program. The central office cannot afford to just fund the program, accept the monthly and yearly suspension report, and ignore student, teacher and community complaints about an in-school suspension program.

A qualified director could assist the school district and help prevent the "proper" image suggested by school administrators in their reports on the number of suspensions and disposition of discipline cases to the central office.

The characteristics of Missouri ISS programs are basically correct however, there should be some minor changes. There should be no early return to class from OSS or ISS. The elimination of early return to class voids the need for built-in rewards. Partial mainstreaming should not be an element of ISS because like unto OSS, if a student cannot attend one class, then he should be excluded from all classes and school activities. Early return from suspension nullifies the effectiveness of suspension and permits "game playing". There should be no time for busy work and early attempts of doing manual labor without pay proved futile and subject to law suits.

Except in isolated cases, the use of ISS programs in Missouri is less than fifteen years old. The proper tools for the evaluation of ISS programs have not been developed by commercial enterprises.

Commercial evaluation tools are not necessary because teachers and administrators have the tools at hand. The administrator can count and do percentage. The classroom teacher can observe and report on the student who returns from ISS. The counselors can do what they were trained for. The parents can become involved and assist in the evaluation process. Above all, the student can participate in self-evaluation. If one desires to know if a program is a success, ask the bus driver or the custodian. The custodian can tell, and will report, to the community if there is a change in the behavior on the part of the school population.

The reasons for suspending students need revision. The reasons for suspension are taken from out dated and unrevised student handbooks on rules and regulations. The school should not assign suspension for acts that in the community would be in the realm of civil authorities. These acts, which are in student handbooks include: (1) possession and use of drugs, (2) possession and use of alcohol (illegal for minors), (3) extortion of money, (4) arson or attempted arson, (5) the possession of illegal weapons, and (6) theft or vandalism. These students should be turned over to the proper community agency for they are a threat to the liberty, life and property rights of other students.

Smoking in schools cannot be stopped unless school board policy is enforced for all including school personnel. It is better to assign ISS and have a structured program for the students which is done in some school districts.

The type of suspension, the length of time of the suspension, the wording of the rules and regulations should be clear and within the reading level of the average student in a particular school. The "special case" is an excuse used by some administrators to disappropriate the elements of suspension and to bring the problem student in line.

How can a student understand rules and regulations which are written on an eighth grade level and he is reading at the fourth grade level? How can a student understand rules and regulations which are a series of ambiguous statements? Why should a student obey rules and regulations which are written for the middle class, white, protestant when he is from the low class, minority, "what ever" religion?

Jessie Jackson said it all when he implied that the key is the parent. If the parent says there will be no hat wearing, no swearing, not loud radios, no playing the "dozens", and other things that hinder the educational process and character development; there will be none.

Districts which fund their programs and assume that they do not have to comply with HEW's Office for Civil Rights 1975 memorandum on the proper reporting of suspensions are in for a rude awakening. Proper due process is not being used in some districts, accurate records of who is being suspended, for what, and for how long are not being maintained. The Office for Civil Rights addressed the memorandum to the administrators of all school districts with no mention of government funding.

History has a way of repeating itself. A second court decision was necessary in the Brown v. Topeka case. It is possible that there will be a second Goss v. Lopez decision which will read "complete due process". There could be a class action suit on the discriminatory practices of some educators in the assignment of OSS or ISS.

ISS will not solve all of the problems related to suspension. It will not work if all one does is read about a program and with minor changes adopt it as the one for his school or district.

In Missouri the application of ISS is relatively new and much research is needed in this area. This study can be used as a pilot study for further research or criticism of ISS programs.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter will present a review of the study, an overview of Missouri In-School Suspension Programs, conclusions from presented data, and the author's recommendations. The author's survey of literature and documents supplied by his respondents indicate some dimensions of this problem.

Summary

Thousands of children are being suspended from school each year. This figure is surpassed only by the inappropriate number of poor and minority students that are being suspended more often, and for a longer period of time, than their more affluent counterparts for a breach of the same rules and regulations.

These factors along with such others as the non-im pregnation of knowledge of the profile, sense of values, and the needs of disruptive youth, have caused great alarm among educators. A review of the old system of suspension has made some educators realize that the reasons for, and the length of time of suspensions does not at all times appear justified in terms of breach of rules and the regulations involved.

Alcot, Mann, Frye, and other persons interested in behavior modification agree that some form of discipline is necessary for a productive learning situation. However, it is postulated that suspensions, in and of itself when used as a form of discipline, do not always solve discipline problems. For example, after a few suspensions a student may be labeled as a trouble maker. This labeling does not enhance his chances of academic or social success and may be a factor in his "dropping out" of school for good.

It is feasible that suspension sometimes acts as an emotional catalyst producing a psychological peer prestige reward for those students who have histories of behavior problems. Suspension has resulted in court cases because of infringement upon the liberty and property rights of students by denying them the opportunity to attend school, or receive an education.

Suspension is a form of punishment and educators must not confuse discipline with punishment. Discipline is a general notion related to conforming to rules or some kind of order. Punishment, on the other hand, is a punitive action intended to inflict mental or physical discomfort or pain which may, or may not, produce the desired results.

A multi-factor approach using behavior modification techniques, reality therapy, group counseling, and The Glasser Reality Therapy concept could be used to induce some behavioral changes in students. This multi-factor approach could reduce the number of suspensions, especially in the inner-city schools.

ISS programs are aids for solving discipline problems. They are structured programs for students who would be, or who are, suspended from school but are retained at the attendance center for the purpose of behavior modification.

The program is punitive in nature and is structurally based upon the goals and the objective of the school and the needs of the student. It may use the remedial and/or preventive theory proposed by Larson as a guide for the structure of the program.

An ISS program has many synonyms but each program is a plan which is designed, implemented, and evaluated, to keep the student in school and modify his behavior(s) so that the student who is, or would be suspended, may return to the classroom as soon as possible. This is done by attempting to right the wrongs of the old suspension system and the use of proper staffing and programming.

The purpose of an ISS program is to create an amiable relationship between its intended or desired results, and the goals and objectives related to behavior modification and the reduction of the number of suspensions.

The purposes of the program act as a transcendental bridge between the problems relating to suspension and their possible solutions.

Breisch, De Meo, and Georegff inferred that the primary purpose of an ISS program is behavior modification. The objective is to return students to their regular classroom as soon as possible with a different "out look" on the educational process and its ramifications.

To solve the turbulent behavior and suspension problems of students and schools, the ISS programs researched had similar basic underlying purposes such as:

1. To permit the student with behavior problems to remain in school
2. To provide an opportunity for individualized instruction away from oustide influence
3. To provide an opportunity for the suspended student to obtain passing grades while under suspension
4. To maintain the educational continuity during the time the student has lost the privilege of regular classroom attendance
5. To return the student to his regular classes with appropriate behavior and attitude changes as quickly as possible
6. To increase the student's decision making skills
7. To develop objective and subjective reality awareness within the student
8. To provide a better atmosphere and control of discipline cases

9. To provide a more professional procedure to deter future discipline cases

10. To help students develop understandings about self-acceptance

11. To help students develop an awareness of themselves, and their environment in relationship to the school, community and society

12. To help students learn to make appropriate choices and understand possible consequences of their choices

13. To help the student learn to conceptualize the similar and differing values among themselves and other people

14. To help students experience some success in order to develop tolerance to frustrations and postponements of their needs

15. To provide a pedagogically and legally sound way for schools to be accountable to and for students who have problems that lead to suspension

16. To prevent the students problems from continually interfering with classroom instruction

17. To protect student's rights as guaranteed by the courts and at the same time protect their fellow students' "right to learn".

A purpose of an ISS program is to protect the administrator from being personally liable for his actions by remaining within the legal confines of court decisions that now applies to school discipline and punishment.

Any approach to the development of an ISS program begins with the central office of the school district. It is the central office that must establish, supervise, provide the framework, and consistently oversee the development and implementation of the program.

The development of a program requires some preliminary research and planning in order to be effective. The profile of the delinquent youth, the social class to which he is generally associated, and his sense of values are vital elements which must be understood if the program is to succeed.

The central office and the school site administrators have the task of clearly defining the duties and responsibilities of persons involved in the program. Accepted solutions to the problems that may arise are continuing workshops and inservice programs.

Contrary to the thoughts of some persons, the cost of an ISS program is not expensive if its cost is compared with the less tangible cost to the community in the form of misdemeanors of suspended students.

Some financing of a program can be obtained from federal grants with the remainder being received from the state, in the saving of ADA Funds that would ordinarily be lost.

By far, the most difficult job facing the administrator is choosing, or designing, a program to fit the needs of his school and the proper selection of staff members.

An ISS program is an innovative idea and any type of evaluation would be a cursory one at best. Two methods that can be used for evaluative purposes are objective and mathematical in nature.

Objectively, the results can be observed and recorded in terms of reaching, or not reaching, the goals and objectives of the program. This is done by student observation and follow-up activities after the student has been released from the ISS program.

Mathematically, the reduction in the number of student suspensions can be documented by quantitative statistical procedures. A binomial test for difference in proportionality to test for a significance of observed difference in proportions of suspensions could be used.

In the evaluation of a program, criteria is applied which will measure how relevant it is to local situations; how conscientiously it is implemented by those in authority; and how well it succeeds in providing behavior modification for the purpose of reducing school conflicts and keeping the student in school.

Evaluation is used to keep the practices that work; eliminate or change the elements that are not desirable;

and give direction for the future.

Missouri In-School Suspension Programs

The basic elements of Missouri In-School Suspension Programs are similar in nature. There are ten common reasons for an ISS program with indications for the need of changes or modifications.

The area of responsibility for the program is primarily a function of the school administrator with little input from the central office administration. The most neglected area of responsibility by the central office and school administration is the identification and provision for consultant services.

The characteristics of the programs did not vary but did indicate a possible need for re-evaluation in terms of the reasons for the program.

Programs were evaluated, on an average, twice a year. The number of suspensions was reduced and there was an improvement in the cognitive and affective domain of the students released from ISS. The three methods of evaluation used were subjective, objective, and mathematical. The average number of students in ISS at any given time was fourteen.

Approximately ninety-two percent of the programs were funded by the school district and there were no programs funded directly with state funds. The number of programs receiving federal funds were minimal and in most cases, school funds were also used.

Fifty-seven percent of the districts in the study were using an ISS type of program. There are forty-three percent of the districts which may still be using ISS as punishment for breaches of rules by students.

The success of ISS programs in reducing the number of suspensions is difficult to determine because of the newness of the programs, the lack of adequate evaluative tools, and the scarcity of material on the subject of ISS.

A sample ISS program is presented in Appendix C for the purpose of examination and possible adaptation as a guide for an ISS program.

Conclusions

The suspension of thousands of students resulted in educational, community, economic, and legal problems. These problems have been reduced in magnitude by the use of in-school suspension programs. Educators, the general public and the courts agree that some form of discipline must be exercised. It is the type, administration of, and the educational value of the punishment that disturbs the populance.

Some districts have funded their ISS programs in order to escape reporting as requested by the Office of Civil Rights. Unless these districts wish other court actions brought by parents and students, these clandestine activities must cease.

A summary of the conclusions made from the study are:

1. Suspending students is the most common method of discipline

2. Suspension is relatively useless as a means for minimizing disruptive behavior

3. An ISS program is structured and designed to keep students in school, modify their behavior, and reduce the number of suspensions

4. ISS programs have many synonyms but the same objectives and goals

5. An ISS program does not deny a student of his liberty or property rights

6. The program is a positive means of providing continuing education to those students who find themselves in conflict with school policy and regulations

7. The principal assumes the responsibility for the program in his school

8. Money is available for ISS programs through various titles of the Elementary and Secondary Education Act

9. Some school districts do not publish an accurate and complete report of student suspensions

10. The evaluation of a program must be continous

with a final evaluation at the end of the year

11. Missouri ISS programs have similar purposes and structure

12. ISS programs are not in common usage in Missouri School Districts

13. Missouri ISS programs have been successful in reducing the number of OSS/ISS suspensions

Recommendations

Suggestions for improving and analyzing ISS programs are related primarily to the results of the study and the author's analysis of the literature.

ISS Program Recommendations

1. First year teachers, teacher aids, parents, and individuals not familiar with the basic principles of ISS should not be placed in charge of an ISS program

2. The basic principles of behavior modification should be understood by those involved in an ISS program

3. The structure and operation of a program should be a joint effort of the educational and community family

4. All participants in the program should understand and adhere to its policies, rules, and regulations

5. The duties and responsibilities of persons working in the program should be clearly defined

6. An orderly process should be used in placing and removing students from ISS

7. More than one person should be held accountable for the design, implementation, and evaluation of an ISS program

8. Schools facing desegregation problems should have an ISS program

9. Administrators should be required to give an accurate report of all suspensions for the purpose of planning/evaluation of ISS programs

10. The cost of an ISS program should be included in the district's budget

Recommendations for Future Research

1. Devise better methods for evaluating programs

2. Use interview techniques to gather data

3. Conduct a case study on students who have been in ISS

4. Conduct action research with variables

5. Use this or a similar questionnaire but include the elementary schools in the population

6. A detailed research should be made in the area of ISS to augment this study and give insight to the unanswered questions alluded to in this descriptive study

APPENDIX A

3910 Garfield
Kansas City, MO 64130
October 9, 1978

To: The Superintendent of Schools

Dear Sir:

I am a doctoral candidate at Walden University located at Naples, Florida. A data base search of the Dissertation Abstract and ERIC reveals no published material on Missouri In-School Suspension Programs. I am hoping that you will help me fill this void.

The title of my dissertation is Missouri In-School Suspension Programs: A Descriptive Study Of The Rationale, Structure, Common Usage and Success in Reducing the Number of Suspensions. The study is descriptive in nature and no comparison between schools or school districts will be made in terms of success or failure of programs.

The definition of in-school suspension to be used in the study is: In-school suspension (ISS) is the retention of students in a structured behavior modification program within a special attendance area for students who would otherwise be subject to out-of-school suspension.

Have any of the schools in your district in the past used or at the present time using ISS Programs? If so, I would appreciate receiving one or more of the following:

1. A copy of your suspension policies and procedures
2. A copy of ISS Programs used in your district
3. Permission to administer an administrative position questionnaire on ISS
4. The success of ISS in reducing the number of suspensions
5. Referral sources of information

It will be difficult for me to proceed with my research and study without your assistance.

A stamped-self-addressed envelope is enclosed for your convenience. All information will remain confidential if you so desire.

Sincerely yours,

Arthur O. Johnson

3910 Garfield
Kansas City, MO 64130
November 1, 1978

To:

Dear Sir:

I am a doctoral candidate at Walden University collecting data for my dissertation. It is possible that my letter dated October 10, 1978 asking if your district used in-school suspension was misplaced. A self-addressed envelope was enclosed for your convenience.

The title of my dissertation is: Missouri In-School Suspension Programs: A Descriptive Study of the Rationale, Structure, Common Usage and Success in Reducing the Number of Suspensions.

Your response is vital to the study. Fifty-four AA or AAA rated school districts are in the parameter and the reporting of the common usage is dependent upon your response.

The definition of in-school suspension as used in the study is: The retention of students in a structured behavior modification program within a special attendance center for students who would otherwise be subject to out-of-school suspension.

Please circle one of the following responses and return your reply in the self-addressed envelope as soon as possible.

In-school suspension is used in the district Yes No

Sincerely yours,

Arthur O. Johnson

3910 Garfield
Kansas City, Mo. 64130
November 1, 1978

To:

Dear

I am a doctoral candidate at Walden University collecting data for my dissertation. The title of my dissertation is Missouri In-School Suspension Programs: A descriptive Study Of The Rationale, Structure, Common Usage And Success In Reducing The Number Of Suspensions.

In 1976, my specialist degree work at Central Missouri State University was in the area of in-school suspension. At that time Saturday In-School Suspension was included in the study.

Your program is important in that it helps fill the void of published information on in-school suspension programs. I also need the results of your program in reference to the common usage and success in reducing the number of suspensions.

Will you please complete the enclosed questionnaire and return it as soon as possible in the self-addressed envelope?

Sincerely yours,

Arthur O. Johnson.

3910 Garfield
Kansas City, Mo. 64130
December 4, 1978

To:

Dear

In my two previous letters I informed you that I was working on my Ph.D. in administration. The title of my dissertation is Missouri In-School Suspension Programs: A Descriptive Study Of The Rationale, Structure, Common Usage And Success In Reducing The Number Of Suspensions. I have received no reply in the self-addressed envelope that I enclosed.

My "time-line" and proposal necessitate that I again ask for your cooperation. Only six districts have not responded to my letters of inquiry. Your response is important because of the small size of my sample.

If you have an In-School Suspension Program, which includes Saturday Suspension Programs, it would be nice to receive a copy of your program and also permission to send you a short questionnaire.

However, will you please take time to circle a yes or no to these questions and enclose your response in the self-addressed envelope?

1. We are using in-school suspension yes no
2. I will send you a copy of our program/guidelines yes no
3. I will complete your questionnaire yes no

Please respond as soon as possible.

Sincerely yours,

Arthur O. Johnson

3910 Garfield
Kansas City, Missouri 64130
March 4, 1979

Mr. LaVega Claiborn, Superintendent
Waynesville R-VI Schools
Waynesville, Missouri

Dear Mr. Claiborn:

I received a copy of your SWIM program for my dissertation. The title of the dissertation is Missouri In-School Suspension Programs: A Descriptive Study Of The Rationale, Structure, Common Usage, and Success In Reducing The Number Of Suspensions. The dissertation is almost completed.

With proper recognition, I request permission to abstract your program and use it as a sample program. If you wish I will send a copy of the abstract before I use it.

Sincerely,

Arthur O. Johnson

3910 Garfield
Kansas City, Mo. 64130
November 1, 1978

To:

Dear

The Goss v. Lopez court decision, research by Childrens Defense Fund, other learned societies and educators have surfaced question that must be addressed by all educators. A case of point; The validity and effectiveness of out-of-school suspension and other methods of punishment in the behavior modification of students and the reduction in the number of student suspensions.

An innovative form of punishment and behavior modification called in-school suspension is now being used in some schools. However, there is a void of published research in this area. With YOUR assistance WE can help fill this void.

Your close relationship and understanding of the students in your attendance area can contribute significantly to the enhancement of knowledge of In-School Suspension Programs in the state of Missouri. Your information will provide needed basic research material for my doctotal dissertation relating to Missouri In-School Suspension Programs.

The enclosed questionnaire has been tested with a sampling of members of a different school area. The questionnaire has been revised in order to obtain the necessary information while requiring the least amount of your time. The average time for completion was fifteen minutes.

I will be grateful if you will complete the questionnaire before November 20, 1978 and return it in the self-addressed envelope enclosed. Other phases of my study can not be completed until I receive your reply.

I welcome any aspect of in-school suspension not covered in this questionnaire. The replies will be kept in confidence.

Sincerely yours,

Arthur O. Johnson

In-School Suspension Programs

What is the rationale, structure and success of In-School Suspension Programs in reducing the number of suspensions in your school? This is what I am asking you to tell me by filling out this questionnaire.

It is easy to do. It does not take much time. You can answer it as nearly as fast as you can read it. In most cases you merely check the appropriate answer.

Do not put your name on this questionnaire unless you desire further feedback. By making it possible to know who says what, most people are more likely to say what they really think. There is no published work listed in the Dissertation Abstracts in this area so your cooperation is most important.

Please answer every question if possible and mail the completed questionnaire as soon as possible in the enclosed stamped return envelope.

Questionnaire

In-school suspension is the retention of students in a structured behavior modification program within a special attendance area for students who would otherwise be subject to out-of-school suspension (OSS).

Out-of-school suspension is the total exclusion of students from school and school activities for a specific and limited period of time.

I. The following questions relate to the reasons for your program. Basic goals and objectives may appear to be included. Please ignore this conception and rank the following items according to their importance to you.
1=the most important 10=the least important

The reason for your In-School Suspension Program (ISS) is to:

1. Reduce the number of suspensions. . . . . ___

2. Prevent the loss of ADA money (state funds). . . . . ___

3. Comply with suspension due process procedure . . . . ___

4. Provide an alternative to corporal punishment. . . . . ___

5. Provide an alternative to OSS. . . . . . . ___

6. Modify the behavior of "problem" students . . . . ___

7. Keep suspended students off the streets. . . . . ___

8. Give "problem" students a chance to succeed . . . . ___

9. Protect other student's right to learn . . . . ___

10. Have "cool off" period for pupil/ teacher. . . . . ___

II. Please check the response that best applies to your ISS Program. In other words who does what?

Code: C = Central office administration
S = School administration
B = Both
N = Neither

	C	S	B	N
1. The program is established by. .				
2. The program is supervised by . .				
3. Designates the program facillator				
4. Plans the program.				
5. Implements the program				
6. Sets up interm and yearly evaluations.				
7. Evaluates the program.				
8. Provides administrative workshops				
9. Provides workshops for staff . .				
10. Explores concepts/philosophy . .				

	C	S	B	N
11. Reviews handbook.				
12. Explores program possibilities. .				
13. Identifies consultant services. .				
14. Provides consultant services. . .				
15. Identifies usable AV equipment. .				
16. Establishes budget for program. .				
17. Provides for community input. . .				
18. Provides for student input. . . .				
19. Provides for staff input.				
20. Conduct follow-up on ISS students				

III Characteristics of your program:

Key for marking:
T = Always true
t = Sometimes true
F = Always false
f = Sometimes false
N = Not a part of your program

	T	t	F	f	N
1. Provides busy work.					
2. Requires manual labor without pay					
3. Allows sterotyping of students					
4. Improves study habits					
5. Provides counseling and guidance.					
6. Allows earned early class return.					
7. Has built in punitive punishment.					
8. Has built in rewards.					

	T	t	F	f	N
9. Has low staff/student ratio. .					
10. Permits partial mainstreaming.					
11. Complete ISS student isolation					
12. Treats the cause/s of misbehavior					
13. Maintains staff control. . . .					
14. Maintains staff authority. . .					
15. Has entry and dismissal procedure.					
16. Has follow-up procedure. . . .					
17. Involves parent participation.					
18. Staff/students aid in ISS plans.					
19. Complete due process for OSS/ISS.					

IV. Evaluation: Please answer the following questions as accurately as possible. Some questions require a yes or no. If percents are used please indicate such.

1. How many times a year is your program evaluated . . . . ___

2. At the last evaluation your ISS enrollment was . . . . ___

3. The number of students suspended the year prior to your program was . . . . ___

4. The number of students suspended for a comparable length of time using your ISS Program was ___

5. Have the students released from ISS:
   a. Increased their academic achievement ___
   b. Increased their social acceptance. . ___
   c. Improved their attendance record . . ___

6. How many students were assigned to ISS more than once . . . . ___

7. Have parents become involved in the disciplinary process. . . . . ___

8. Has your program served the total school population rather than just the "disciplinary problem" student. ___

9. Has your program been used mostly as a disciplinary response . . . . ___

10. Did your evaluation/s involve the program staff, teachers, administrators, and a representative from the district office . . . . ___

11. Was the nature of your evaluation
   a. Subjective. . . . . ___
   b. Objective . . . . ___
   c. Mathematical. . . . . ___
   d. Cursory . . . . ___

12. Do you plan to continue your program. . . ___

V. Infraction of rules or regulations that may lead to suspension:

Code: 1 = For first offense
2 = For second offense
3 = For third offense
N = No suspension
OSS = Out-of-school suspension
ISS = In-school suspension

Example: If a student is assigned ISS for the first offense of smoking, mark a 1 in the ISS blank. If he is not suspended for smoking, check the N box.

	ISS	OSS	N
1. Smoking			
2. Cutting classes			
3. Leaving school without permission			
4. Disrespect to teachers.			
5. Disrespect to other staff members			
6. Fighting.			

	ISS	OSS	N
7. Use of drugs.			
8. Possession of drugs			
9. Use of alcohol.			
10. Possession of alcohol			
11. Excessive absenteeism			
12. Disobeying dress code			
13. Extortion of money or articles.			
14. Arson or attempted arson. . . .			
15. Theft			
16. Vandalism			
17. Possession of illegal weapons .			
18. Possession of false reports or cards			
19. A grade period combination of above			

20. Any other? Please list if you think that they are significant.

VI. How is your program financed? Please check the one which applies and briefly answer the question if necessary.

1. Federal funds. If so under which title or name. . . . . ___

2. State funds. If so under which title or name. . . . . ___

3. School district. . . . . ___

4. Other. If so name them. . . . . ___

This concludes the questionnaire. Thank you for your time and consideration. If you have any comments please feel free to make them.

TABLE 9

QUESTIONNAIRE STATISTICAL DATA

Variable	Mean	Std. Dev.	Sum	Max. Value	Min Value
1	4.792	3.021	115.000	10.000	1.000
2	6.375	3.437	153.000	10.000	0.0
3	6.292	2.820	151.000	10.000	0.0
4	6.500	2.919	156.000	10.000	0.0
5	2.375	2.081	57.000	7.000	1.000
6	3.375	2.601	81.000	9.000	0.0
7	4.875	2.692	117.000	10.000	0.0
8	3.958	2.032	95.000	8.000	1.000
9	4.333	2.371	104.000	10.000	0.0
10	5.625	2.499	135.000	9.000	0.0
11	0.167	0.381	4.000	1.000	0.0
12	0.042	0.204	1.000	1.000	0.0
13	0.167	0.381	4.000	1.000	0.0
14	0.083	0.282	2.000	1.000	0.0
15	0.083	0.282	2.000	1.000	0.0
16	0.042	0.204	1.000	1.000	0.0
17	0.125	0.338	3.000	1.000	0.0
18	0.167	0.381	4.000	1.000	0.0
19	0.125	0.338	3.000	1.000	0.0
20	0.042	0.204	1.000	1.000	0.0
21	0.042	0.204	1.000	1.000	0.0
22	0.167	0.381	4.000	1.000	0.0
23	0.375	0.495	9.000	1.000	0.0
24	0.125	0.338	3.000	1.000	0.0
25	0.042	0.204	1.000	1.000	0.0
26	0.083	0.282	2.000	1.000	0.0
27	0.042	0.204	1.000	1.000	0.0
28	0.333	0.482	8.000	1.000	0.0
29	0.708	0.464	17.000	1.000	0.0
30	0.708	0.464	17.000	1.000	0.0
31	0.667	0.482	16.000	1.000	0.0
32	0.667	0.482	16.000	1.000	0.0
33	0.667	0.482	16.000	1.000	0.0
34	0.458	0.509	11.000	1.000	0.0
35	0.375	0.495	9.000	1.000	0.0
36	0.458	0.509	11.000	1.000	0.0
37	0.333	0.482	8.000	1.000	0.0
38	0.583	0.504	14.000	1.000	0.0
39	0.542	0.509	13.000	1.000	0.0
40	0.333	0.482	8.000	1.000	0.0

TABLE 9 - Continued

Variable	Mean	Std. Dev.	Sum	Max. Value	Min Value
41	0.167	0.381	4.000	1.000	0.0
42	0.542	0.509	13.000	1.000	0.0
43	0.250	0.442	6.000	1.000	0.0
44	0.292	0.464	7.000	1.000	0.0
45	0.583	0.504	14.000	1.000	0.0
46	0.583	0.504	14.000	1.000	0.0
47	0.542	0.509	13.000	1.000	0.0
48	0.417	0.504	10.000	1.000	0.0
49	0.042	0.204	1.000	1.000	0.0
50	0.042	0.204	1.000	1.000	0.0
51	0.208	0.415	5.000	1.000	0.0
52	0.167	0.381	4.000	1.000	0.0
53	0.250	0.442	6.000	1.000	0.0
54	0.375	0.495	9.000	1.000	0.0
55	0.125	0.338	3.000	1.000	0.0
56	0.250	0.442	6.000	1.000	0.0
57	0.542	0.509	13.000	1.000	0.0
58	0.250	0.442	6.000	1.000	0.0
59	0.375	0.495	9.000	1.000	0.0
60	0.250	0.442	6.000	1.000	0.0
61	0.292	0.464	7.000	1.000	0.0
62	0.250	0.442	6.000	1.000	0.0
63	0.292	0.464	7.000	1.000	0.0
64	0.417	0.504	10.000	1.000	0.0
65	0.083	0.282	2.000	1.000	0.0
66	0.250	0.442	6.000	1.000	0.0
67	0.250	0.442	6.000	1.000	0.0
68	0.167	0.381	4.000	1.000	0.0
69	0.042	0.204	1.000	1.000	0.0
70	0.042	0.204	1.000	1.000	0.0
71	0.292	0.464	7.000	1.000	0.0
72	0.167	0.381	4.000	1.000	0.0
73	0.042	0.204	1.000	1.000	0.0
74	0.083	0.282	2.000	1.000	0.0
75	0.083	0.282	2.000	1.000	0.0
76	0.250	0.442	6.000	1.000	0.0
77	0.375	0.495	9.000	1.000	0.0
78	0.167	0.381	4.000	1.000	0.0
79	0.083	0.282	2.000	1.000	0.0
80	0.167	0.381	4.000	1.000	0.0
81	0.167	0.381	4.000	1.000	0.0
82	0.042	0.204	1.000	1.000	0.0
83	0.042	0.204	1.000	1.000	0.0
84	2.750	1.648	66.000	5.000	0.0

TABLE 9 - Continued

Variable	Mean	Std. Dev.	Sum	Max. Value	Min Value
85	2.750	1.073	66.000	4.000	0.0
86	2.833	1.167	68.000	4.000	0.0
87	3.833	1.204	92.000	5.000	0.0
88	4.333	0.963	104.000	5.000	1.000
89	3.917	1.501	94.000	5.000	1.000
90	3.625	1.245	87.000	5.000	0.0
91	3.708	1.233	89.000	5.000	0.0
92	4.667	0.761	112.000	5.000	2.000
93	3.250	1.327	78.000	5.000	0.0
94	3.958	1.805	95.000	5.000	0.0
95	3.792	1.179	91.000	5.000	1.000
96	4.625	0.970	111.000	5.000	1.000
97	4.625	0.970	111.000	5.000	1.000
98	4.875	0.448	117.000	5.000	3.000
99	3.833	1.308	92.000	5.000	0.0
100	4.208	1.062	101.000	5.000	1.000
101	3.792	1.285	91.000	5.000	1.000
102	4.625	1.279	111.000	5.000	0.0
103	2.625	1.173	63.000	4.000	1.000
104	14.333	26.290	344.000	129.000	0.0
105	153.583	170.570	3686.000	529.000	0.0
106	121.833	153.507	2924.000	535.000	0.0
107	0.458	0.509	11.000	1.000	0.0
108	0.542	0.509	13.000	1.000	0.0
109	0.708	0.464	17.000	1.000	0.0
110	56.958	158.263	1367.000	787.000	0.0
111	0.917	0.282	22.000	1.000	0.0
112	0.708	0.464	17.000	1.000	0.0
113	0.875	0.338	21.000	1.000	0.0
114	0.625	0.495	15.000	1.000	0.0
115	0.792	0.415	19.000	1.000	0.0
116	0.417	0.504	10.000	1.000	0.0
117	0.458	0.509	11.000	1.000	0.0
118	0.083	0.282	2.000	1.000	0.0
* 60	0.875	0.338	21.000	1.000	0.0
* 61	0.917	0.282	22.000	1.000	0.0
* 62	0.917	0.282	22.000	1.000	0.0
* 63	0.750	0.442	18.000	1.000	0.0
* 64	0.750	0.442	18.000	1.000	0.0
* 65	0.583	0.504	14.000	1.000	0.0
* 66	0.167	0.381	4.000	1.000	0.0
* 67	0.125	0.338	3.000	1.000	0.0
* 68	0.250	0.442	6.000	1.000	0.0
* 69	0.208	0.415	5.000	1.000	0.0

TABLE 9 - Continued

Variable	Mean	Std. Dev.	Sum	Max. Value	Min Value
* 70	0.500	0.511	12.000	1.000	0.0
* 71	0.250	0.442	6.000	1.000	0.0
* 72	0.292	0.464	7.000	1.000	0.0
* 73	0.083	0.282	2.000	1.000	0.0
* 74	0.250	0.442	6.000	1.000	0.0
* 75	0.292	0.464	7.000	1.000	0.0
* 76	0.042	0.204	1.000	1.000	0.0
* 77	0.417	0.504	10.000	1.000	0.0
* 78	0.458	0.509	11.000	1.000	0.0
* 79	0.375	0.495	9.000	1.000	0.0
* 80	0.250	0.442	6.000	1.000	0.0
* 81	0.292	0.464	7.000	1.000	0.0
* 82	0.333	0.482	8.000	1.000	0.0
* 83	0.333	0.482	8.000	1.000	0.0
* 84	0.583	0.504	14.000	1.000	0.0
* 85	0.833	0.381	20.000	1.000	0.0
* 86	0.875	0.338	21.000	1.000	0.0
* 87	0.750	0.442	18.000	1.000	0.0
* 88	0.792	0.415	19.000	1.000	0.0
* 89	0.375	0.495	9.000	1.000	0.0
* 90	0.250	0.442	6.000	1.000	0.0
* 91	0.792	0.415	19.000	1.000	0.0
* 92	0.875	0.338	21.000	1.000	0.0
* 93	0.750	0.442	18.000	1.000	0.0
* 94	0.750	0.442	18.000	1.000	0.0
* 95	0.875	0.338	21.000	1.000	0.0
* 96	0.292	0.464	7.000	1.000	0.0
* 97	0.375	0.495	9.000	1.000	0.0
* 98	0.042	0.204	1.000	1.000	0.0
* 99	0.167	0.381	4.000	1.000	0.0
*100	0.125	0.338	3.000	1.000	0.0
*101	0.083	0.282	2.000	1.000	0.0
*102	0.042	0.204	1.000	1.000	0.0
*103	0.042	0.204	1.000	1.000	0.0
*104	0.125	0.338	3.000	1.000	0.0
*105	0.542	0.509	13.000	1.000	0.0
*106	0.042	0.204	1.000	1.000	0.0
*107	0.208	0.415	5.000	1.000	0.0
*108	0.083	0.282	2.000	1.000	0.0
*109	0.167	0.381	4.000	1.000	0.0
*110	0.917	0.282	22.000	1.000	0.0
*111	0.042	0.204	1.000	1.000	0.0

APPENDIX B

An abstract of the SWIM program used in the Waynesville VI Schools, Waynesville, Missouri is presented for educational purposes and is not presented as a comparison with other programs. Permission to use the program was granted by LeVega Claiborn, superintendent of schools.

SWIM

(Suspension With Individual Meaning)

PURPOSE-To attempt to find an alternative method of discipline that will have more positive response upon the student, and a greater positive reaction toward discipline by the community. A program that will hopefully alter the students' present behavior as well as improve their future attitude toward school.

RATIONALE-Some students cannot or do not progress in a regular high school. Some students seem to find the traditional program irrelevant. Student needs, as they relate to individual and group life styles, may be overlooked and/or new curricular areas may not be explored and developed. Students drop out of school because they are asked to leave! It is the main reason male students drop out and the second most prevalent reason why female students drop out. The drop-out rate would decrease considerably if school personnel did not ask students to leave. Suspension, as a means to change behavior, is not a positive way to help students. Rather, suspending students to the streets fails to deal with the problem; it merely removes the student from the school. There are good indications that students who are suspended to the streets often eventually, stay there.

The number of suspensions in the junior high school had been on the increase the past three years. While the number of suspensions had increased, the student population had remained fairly constant. The same facts had been true at the high school. During the 1975-76 school year the junior and senior high schools combined had 1271 students days of suspension. The senior high in addition had over two hundred students assigned blocks of five or more hours of detention for behavioral problems. This was with a student population of approximately 1450.

As a method of helping children, out-school suspension hardly seems productive. Moreover, suspensions often bring about a pattern of exclusion that leads to the termination of formal education. Also on the realisitic side, out-school suspensions cost the school district money in the form of lost ADA monies. Parents and the community often take a dim view of their children being on the street and often blame the school for not making greater efforts to keep the student in school.

During the 1975-76 school year, the Waynesville Junior High school initiated their version of in-school suspension.

Records of the past two years indicated that suspension seemed to be the greatest deterrent to their discipline problem. However, this definitely hinders an individual's drive for an education. It may be reasoned that the suspension of a few to better enhance the education of many is justifiable. It is the task of schools to educate as many as possible and try to prevent the dropout rate from increasing.

Suggestions were taken from the levels of students, staff, and administration. In the process several parents' opinions were solicited. All these ideas were discussed and several good points came from the discussions. These points were taken under advisement in the formulation of the program.

Some of the points that stood out were from the point of public reactions. A program of discipline needs to show redeeming value. The program should have a positive approach to education so that the student will see the value of trying to succeed and not just look at it as another punishment imposed at the whim of the school.

The Waynesville Junior High School discerned and verified the need that a new or alternative method of discipline was necessary. As a consequence it formulated some objectives: (1) a program that would decrease suspensions, (2) try to give students a positive attitude toward future study, (3) improve attendance, and (4) meet with public acceptance. The school then planned their program.

The rules of the program had been suggested by the visitations to the St. Charles and Sedalia Smith-Cotton programs, at their spring meetings, and were to be finalized with the instructor in charge.

They were:

1. The student will report directly to the office each day of the suspension for transportation to the center

2. An unexcused absence from the suspension center will result in the addition of a day to the present suspension

3. If the student's conduct requires that he be sent home or he leaves the center the missed time must be made up and additional time may be added

4. A parent conference will be requirement for the release of the student from the center

5. A student is expected to report each day with materials and text necessary to complete assignments

6. The student will have specified assignments, given by the regular classroom teachers, to be completed satisfactorily before his release from the center

7. There will be 2 rest/drink breaks daily in addition to the lunch period. One break coming at mid-morning and one at mid-afternoon

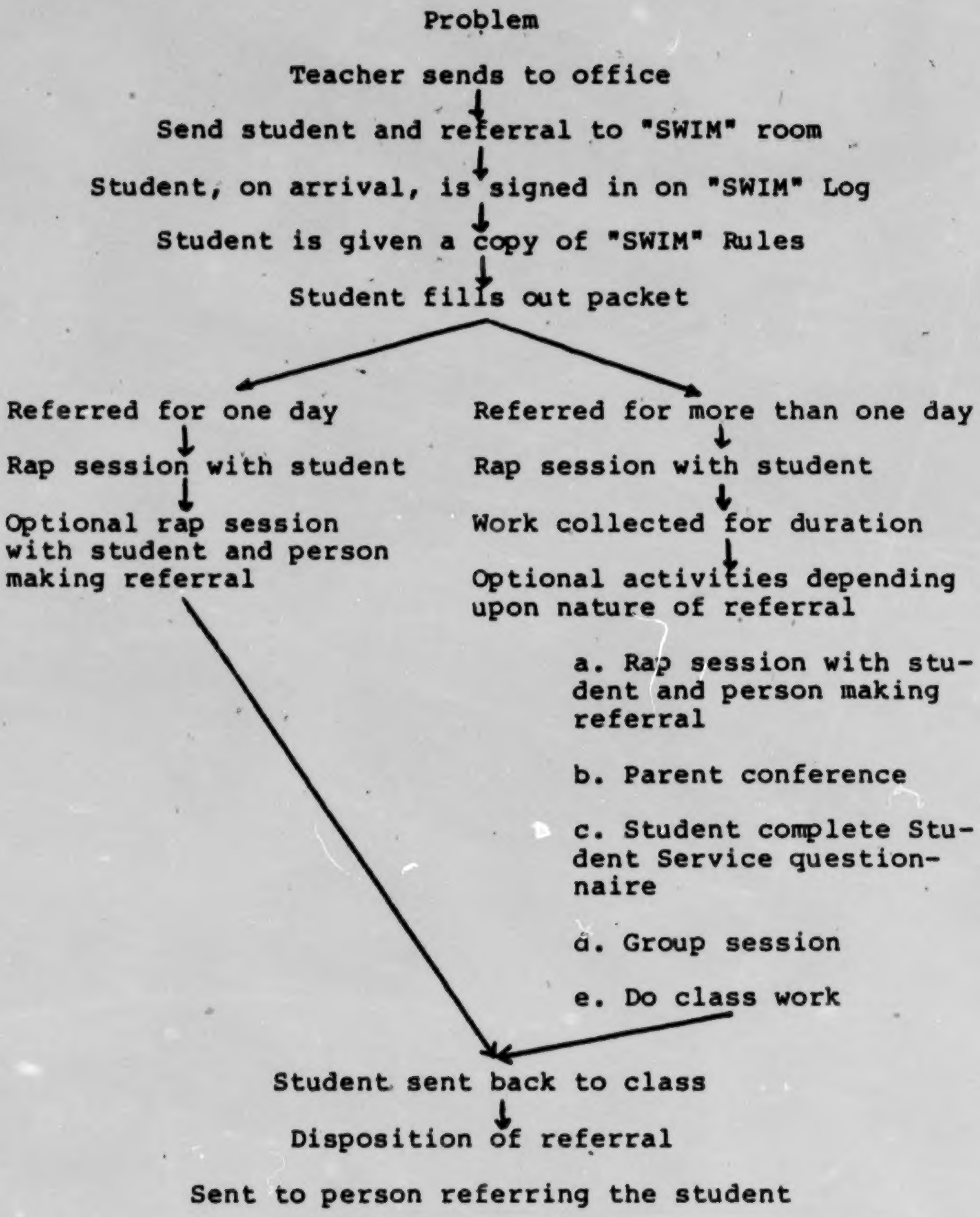
8. The student will not be permitted to attend school functions while under suspension

Additional rules as to specific behavior in the center was developed later in cooperation with the instructor and administration.

In-school suspensions were usually assigned for three, five, or ten days. The offenses and time for each was established which was in agreement with the schools involved. Out-of-school suspension was still used for those students who could not profit from the center.

The SWIM program established admittance procedures to the center, basic activities to be performed in the center, and dismissal procedures.

REFERRAL PROCEDURES



Problem

Teacher sends to office

Send student and referral to "SWIM" room

Student, on arrival, is signed in on "SWIM" Log

Student is given a copy of "SWIM" Rules

Student fills out packet

Referred for one day

Rap session with student

Optional rap session with student and person making referral

Referred for more than one day

Rap session with student

Work collected for duration

Optional activities depending upon nature of referral

- a. Rap session with student and person making referral
- b. Parent conference
- c. Student complete Student Service questionnaire
- d. Group session
- e. Do class work

Student sent back to class

Disposition of referral

Sent to person referring the student

SWIM RULES

READ THE FOLLOWING RULES, THEY WILL APPLY TO YOU WHILE YOU ARE IN SWIM. IF YOU DISOBEY THESE RULES, IT COULD RESULT

IN ADDITIONAL ASSIGNMENT, SUSPENSION, OR PERMANENT EXPULSION.

1. You must complete all of your assignments before you are allowed to return to your regular classes, even if it takes longer than your original assigned time

2. If you are going to be absent from SWIM you must notify the administration; for appointments and check-outs, in advance. The standard school policies apply for excused and unexcused absences and tardies

3. You are not to attend the classes, activities, club meetings, athletic events and practices, or any other school sponsored activity

4. If you complete your work early, to the satisfaction of the SWIM instructor and your regular teachers, you may leave SWIM early

5. You must eat lunch with the SWIM Class. You may bring your lunch, or eat in the lunch line. You may not eat in class or use the snack bar

6. Students are not allowed to drive cars

7. SWIM has no pencils, pens, books, or paper for student use. You must bring all of these to class each day. If you must leave to get one of these items, you will get an unexcused tardy

8. You are not permitted to leave the room, except for lunch, one morning break, and one afternoon break

9. You may not leave your assigned seat without the permission of the instructor

10. You may talk to no other person without the permission of the instructor

11. If you do not work, you will be given more work to do

12. When you are given any assignment, you must complete that assignment before you start another assignment. You may not take work home

13. If you need help with an assignment, help will be arranged

I HAVE READ THESE RULES. I UNDERSTAND THEM, OR HAVE HAD THEM EXPLAINED TO ME.

____
STUDENT'S SIGNATURE

SWIM report for the year 1977-78

The Junior and Senior High Schools assigned 284 of their students to SWIM during the year. They were assigned a total of 406 times. The Junior High School assigned 105 students, or thirty-seven percent of the total. The Senior High School assigned 179 students, or sixty-three precent of the total. The students were assigned a total of 1790 student-days, 703 (thirty-nine percent) from the Junior High School, and 1087 (sixty-one percent) from the Senior High School. These students were carried on the roster for a total of 2080 days. Students were also returned for an extra seventy-one days because their original work or parts of it, had to be corrected. The Junior High students were on the rolls 784 days (thirty-seven percent of the total). The Senior High students were on the rolls 1296 (sixty-three percent of the total). These students accounted for 406 days absent, 120 at the Junior High (thirty-eight percent), and 286 at the Senior High (sixty-two percent). They also accounted for a total of seventy days of suspension.

Of the total amount of time Junior High students were on the instructor's rolls, they were absent fifteen percent of the time. They were absent seventeen percent of the time that the office assigned to them.

The Senior High students were absent twenty-two percent of the time they were on the SWIM roster, or twenty-six percent of the time they were assigned to SWIM by the office.

On any given day, there were an average of ten students assigned to SWIM by both schools. However, because of absenteeism, suspensions, and people who needed more time to finish their work, an average of twelve students were expected daily.

Students were actually present 1064 days plus the seventy-one student days people had to use correct poor quality work. So, on average, there were nine students actually present on any day, and an average of three students were absent or suspended while assigned to the program.

There were days when there were as few as two or three students in SWIM. The maximum load was one day in which twenty-two students were present. Actually, twenty-four students were scheduled that day, but two were absent. This was just a scheduling error that was not expected to occur again.

The most common instructor problem was the maintaining of discipline. The instructor thought that maybe he should have had the power to use corporal punishment or to be able to suspend students directly from SWIM.

Other problems reported by the instructor were: not being notified of a student's assignment to SWIM; not being able to get assignments from some teachers; having students get repetitive or unclear assignments; not being able to judge the quality of a student's work; being unable to help the student with certain assignments or not having the material he needed to do the work; and being unable to control the girls while they were on break.

The teachers reported of three major complaints; first, not getting enough advance notice of a student's assignment to SWIM; second, having poor quality work sent to them from SWIM; and third, having students return to class before their assigned time was up. This places the student several days ahead of the class, as a result, the student has nothing to do, and is often a behavioral problem.

It was suggested that the High School needs to consider an alternative to the ten day assignment, perhaps two five day assignment, or a total of fifteen days per student, to be served in as many terms as the administrators like. Otherwise, the instructors at the high school will need to give much longer assignments to the students for their ten day assignment.

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Table 10 shows the variable number, item, and abbreviation of terms used in the presentation of data.

TABLE 10

VARIABLE NUMBER, ITEM, AND ABBREVIATION OF TERMS ON ISS QUESTIONNAIRE

Variable Number	Item	Abbreviation
	Reasons for program	
1.	Reduce the number of suspensions	Reduce sus.
2.	Prevent loss of ADA money	Save ADA
3.	Comply with suspension due process procedure	Due proc.
4.	Provide alternative to corporal punishment	Corporal option
5.	Provide alternative to out-of-school suspension	OSS option
6.	Modify the behavior of "problem" students	Behav. mod.
7.	Keep suspended students off the street	Sus. in sch.
8.	Give "problem" students a chance to succeed	Success chance
9.	Protect other students right to learn	Right to learn

TABLE 10 Continued

Variable Number	Item	Abbreviation
10.	Provide "cooling off" period for students and teachers	"Cool off"
	Program responsibility	
. . .	Central office administration	C
. . .	School administration	S
. . .	Both	B
. . .	Neither	N
11, 28 48, . . .	The program is established by	Establish
12, 29 49, 68.	The program is supervised by	Supervise
13, 30 50, . . .	Designates program facillator	Desg. facillator
14, 31 51, 69.	Plans the program	Plan
15, 32 52, 70.	Implements the program	Implement
16, 33 53, . . .	Sets up interm and yearly evaluation	Interm/yr. eval.
17, 34 54, . . .	Evaluates the program	Total eval.
18, 35 55, 71.	Provides administrative workshops	Adm. w/shop
19, 36 56, 72.	Provides workshop for staff	Staff w/shop

TABLE 10 Continued

Variable Number	Item	Abbreviation
20, 37 57, 73.	Explores concept/ philosophy	Concept/phil.
21, 38 58, 74.	Reviews handbook	Review h/book
. . . 39 59, 75.	Explores program possibilities	Prog. possibility
. . . 40 60, 76.	Identifies consultant services	Ident. con. serv.
22, 41 61, 77.	Provide consultant services	Prov. con. serv.
. . . 42 62, 78.	Identifies usable AV equipment	Ident. AV equip.
23, 43 63, 79.	Establishes budget for program	Budget
24, 44 64, 80.	Provides for community input	Comm. input
25, 45 65, 81.	Provides for student input	Stud. input
26, 46 66, 82.	Provides for staff input	Staff input
27, 47 67, 83.	Conduct follow-up on students in ISS	Follow-up
	Characteristics of the program	
84.	Provides busy work	Busy work
85.	Requires manual labor without pay	labor n.p.
86.	Allows sterotyping of students	Sterotyping
87.	Improves study habits	Imp. study habits

TABLE 10 Continued

Variable Number	Item	Abbreviation
88.	Provides counseling and guidance	Couns. guid.
89.	Permits early return to class	Early exit
90.	Has built in punitive punishment	Built in punish.
91.	Has built in rewards	Built in rewards
92.	Has low staff/student ratio	Low staff/stud. ratio
93.	Permits partial mainstreaming	Part mainstream
94.	Complete ISS student isolation	Isolation
95.	Treat the cause/causes of behavior	Treat cause(s)
96.	Maintains staff control	Staff control
97.	Maintains staff authority	Staff authority
98.	Has entry and dismissal procedure	Entry/exit procd.
99.	Has follow-up procedure	Follow-up
100.	Envolves parent participation	Envolves parent
101.	Envolves students and teachers in initial planning	Stud./tchr. plan
102.	Uses complete due process suspension procedures	Comp. due proc.

TABLE 10 Continued

Variable Number	Item	Abbreviation
	Program evaluation	
103.	How many times a year is your program evaluated	No. eval. per yr.
104.	At the last evaluation your enrollment was	Enroll. last eval.
105.	The number of students suspended the year prior to your program was	Prior sus.
106.	The number of students suspended for a comparable length of time using your ISS program was	Comparable sus.
107.	Increased academic achievement	Better grades
108.	Increased their social acceptance	Inc. soc. accept.
109.	Improved attendance record	Imp. attend.
110.	How many students were assigned ISS more than once	Repeated ISS
111.	Have parents become involved in the disciplinary process	Parent discp. proc.
112.	Has your school served the total school population rather than just the "disciplinary problem" student	Serve total sch.
113.	Has your program been used mostly as a disciplinary response	Discp. response

TABLE 10 Continued

Variable Number	Item	Abbreviation
114.	Did your evaluation/ evaluations involve the program staff, teachers, administrators, and a representative from the district office	Eval. C/S
115.	Was the nature of your evaluation subjective	Subj. eval.
116.	Was the nature of your evaluation objective	Object. eval.
117.	Was the nature of your evaluation mathematical	Math. eval.
118.	Was the nature of your evaluation cursory	Cursory eval.
	Reasons for suspension and type	
. . .	In-school suspension	ISS
. . .	Out-of-school suspension	OSS
. . .	Neither	N
* 60, 79 98.	Smoking	Smoking
* 61, 80 99.	Cutting classes	Class cut
* 62, 81 100.	Leaving school without permission	Leave sch.
* 63, 82 101.	Disrespect to teachers	Tchr. disrespect
* 64, 83 102.	Disrespect to other staff members	Staff disrespect

TABLE 10 Continued

Variable Number	Item	Abbreviation
* 65, 84 103.	Fighting	Fights
* 66, 85 . . .	Use of drugs	Drug use
* 67, 86 . . .	Possession of drugs	Drug poss.
* 68, 87 . . .	Use of alcohol	Alcohol use
* 69, 88 . . .	Possession of alcohol	Alcohol poss.
* 70, 89 104.	Excessive absenteeism	Absence
* 71, 90 105.	Disobeying dress code	Dress code
* 72, 91 . . .	Extortion of money or articles	Extortion
* 73, 92 . . .	Arson or attempted arson	Arson
* 74, 93 . . .	Theft	Theft
* 75, 94 . . .	Vandalism	Vandalism
* 76, 95 106.	Possession of illegal weapons	Weapons
* 77, 96 107.	Possession of false reports or cards	F-reports/cards
* 78, 97 108.	A combination of any of the above within a grading period	Combination

TABLE 10 Continued

	Variable Number	Item	Abbreviation
		Program financing	
*	109.	Federal Funds. If so under which title or name.	Fed.
*	. . .	State funds. If so under which title or name	State
	110.	School district	Sch. dist.
*	111.	Other. If so name them	Other

NOTE: Program responsibility variables are ordered sets of numbers corresponding to C,S,B,N. Reasons for suspension and type variables are ordered sets of numbers corresponding to ISS, OSS, N. (*) is a different name for the same variable.